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Christmas.—Another year has flown by, and here we are once more at the entrance of that blessed time wherein we commemorate the birth of Our Savior. Does this coming Christmas mean more for us than any one of Christmases of the past?

It should. Many of us have lost something of the sentimental and extraneous piety of adolescence, but if we have lived aright we must be richer now than ever before in the solid, practical, truly religious piety that comes of meditation, reading, the practice of virtue, study, labor, suffering, teaching, knowledge of God and men, the infusion of Heavenly graces. The sweet Babe of Bethlehem is nearer to us now; we know a little more of His supreme sacrifice, we understand a little more of the yearnings of His Sacred Heart, we are better able to co-operate in our very little and imperfect way in the great work which He elected to perform; we have been baptized with the baptism wherewith He was baptized, and like unto Him we are straightened until it be accomplished. May He give us, as the chiefest of His yuletide graces, the will and the art of putting more of Him into our life and of putting more of our life into our work! Such, esteemed readers of *The Catholic School Journal*—so many of you cherished friends, and all of you kindly, forbearing and appreciative critics—is the meaning that lies behind our heartfelt greeting,

A Joyous Christmas to You All!

A Gift Book.—When making out your list of gift books for Christmas and the New Year, do not overlook a recent Benziger publication, Miss Olive Katharine Parr's "A Book of Answered Prayers." It is small, and it is inexpensive; but it is rare in quality and rich in suggestiveness. Here is a woman with the childlike faith that moves mountains telling us, with delightful frankness and breeziness, some of her experience in her "trade," the practice of prayer. She prays now wisely, now foolishly, now sedately, now imperiously; and ever an answer—not always the expected answer—comes. And her brief chapter on the theory of prayer—of course, she doesn't call it anything so pretentious as that!—has a store of wisdom human and divine packed tightly into its some half dozen pages. It is time that Miss Parr's exceptionally fine work in the field of Catholic literature should be better known in this country. Almost the best Catholic novel in English is her "White Handed Saint."

Well Done, Extension!—For several years we have been observing, month by month, the steadily increasing excellence of *Extension Magazine*, the organ of the Catholic Church Extension Society, Chicago. It is, accordingly, with distinct gratification that we recognize in the November issue the finest number thus far put out by our enterprising contemporary. If you have not seen the Catholic Book Number of *Extension*, by all means send for it at once. You will find it informing and entertaining and stimulating. You will find it indispensable as an aid in selecting good Catholic books for Christmas gifts and for premiums. It is a veritable vade mecum for Catholic librarians.

Keeping In.—In the last issue of the *Catholic School Journal* there appeared a series of suggestions for teachers which should be conned by rote and meditated upon by all of us. One of them ran thus:

"Give the children all the time allotted to them for recreation. 'Keeping in' is a relic of barbarism."

In the grades, this means you! Keeping in is nonsensical, Now, my dear, devoted, worried, conscientious teacher



Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

unpedagogical and cruel. It is unjust to the pupil and to yourself. No good ever comes of it.

Think of it a little, if you please, during these Christmas holidays. Ask yourself if such a display of petty tyranny is in harmony with the spirit

of Christ. And please, please, make just one good resolution.

Concerning Agitators.—Times there are when some form of agitation is necessary; were no bell rung in the morning, how many of us would get up? And were no one to show us our failings—often ruthlessly at that—how many of us would improve? And unless some sort of spiritual foghorn croak its warning amid the mists of life, how many of us would escape shipwreck? Long live the agitator; we need him for God's work.

But we don't need too much of him. Some men—inspectors, superintendents and other supervisors—are in duty bound to be agitators. Other men—including most of us—have no such office. We are permitted to sit in our little corners with our little books, and be good. We have only our own rows to hoe. We have naught to do with the worry and unrest of the world, naught to do with din and shouting of rival schools and systems. The entire work of our own particular congregation, even, does not rest on our shoulders. The training of novices is not our work, nor the formation of young teachers, nor the teaching of Christian Doctrine in an institution twenty miles away. So, about such things, we need not bother ourselves with what does not concern us. Hence cometh discontent—not in the least divine. Hence cometh the anger Thomas a' Kempis gives monks concerning women: "Be not familiar with any woman, but in general commend all good women unto God."

And yet so very many of us insist upon busying ourselves. The best advice to follow here is the advice wise—often uncharitable—criticism. Hence cometh dis-which blasphemously we call holy. Hence cometh the untimely wrinkle. Hence cometh spiritual heartburn. And hence, too, cometh—absolutely without fail—neglect of our own work.

Writes the late George Gissing: "More than half a century of existence has taught me that most of the wrong and folly which darken earth is due to those who cannot possess their souls in quiet; that most of the good which saves mankind from destruction comes of life that is led in thoughtful stillness."

And What of Art?—It is one of the proud boasts of the Catholic apologist that the Catholic Church is the Mother of all the Arts; that great artists were liberally rewarded and vastly encouraged by the patronage of popes; that religion, as we Catholics understand it, is the unfailing source of artistic inspiration. Nor does the Catholic apologist go astray. It is a fact that the popes were the patrons of artists; it is a theory that the Catholic religion is an inspiration to the artistic nature,—a theory, because, unfortunately, in our time and in our land, it has yet to be demonstrated.

If Art is a handmaiden of religion, why do we banish her from our schools? If the great paintings and sculptures of the past have in them the pulsing glow of Catholicity, why do we so tenaciously ignore them? If it is indeed true that great art has in it an educational, an uplifting influence, why do we continue to accept in matters artistic the domination of incompetent prudes? Are we wise, are we just, in reading into the conceptions of the world's masters a meaning base, trivial, even impure?

What sort of pictures are in our classrooms? They

must be something more than "holy" pictures; they should also be good pictures. Some holy pictures are holy frights.

We who are wont to expatiate on the benefits conferred on all the arts by the Catholic Church would do well to reduce our preaching to practice. The Catholic school, if it is anything, is a distinctive embodiment of the spirit of the Catholic Church. Very well; and what, pray, is the attitude of the Catholic school to the great art of the past, to the vital art of the present? Is not, too often, the Catholic school chiefly conspicuous by reason of the self-constituted art critic who goes about armed with a measuring tape to assure himself that the angels in the great masterpieces wear skirts of becoming length? Such a man would put trousers on Michaelangelo's Moses.

Of Interest to Our Schools.—The November issue of this magazine announced a unique competition fostered by the Phoenix Limited of Washington, D. C., in connection with "The Glories of Ireland," edited by Dr. Dunn and Dr. Lennox of the Catholic University of America. The competition has been organized in the interests of our parochial schools in all parts of the country, and we earnestly hope that our teachers generally will interest themselves and their pupils in the work—work which is decidedly educational. Copies of the conditions of the contest, we understand, have been sent to every Catholic school in the country. In case your school has inadvertently been overlooked, write at once to The Phoenix Limited, The Toronto, Washington, D. C.

A Phase of Education.—We have already discussed in these columns some of the pros and cons of the Gary plan. We now quote, and with approval, these words of Mr. Wirt:

"I believe that gardens, work shops, drawing and music studios are good things for children to have. I believe that museums, art galleries, and libraries are good things for children to use systematically and regularly. In my judgment, opportunities for religious instruction, private teachers of music, and assisting in desirable home work are good things for children. So also are co-operative classes between the academic school and the industrial activities of the school business department, and between the school and the industrial activities outside the school. . . . Anything that gives the child a chance to use what the school is trying to teach him, anything that creates a need for a mastery of the things the school is trying to teach, should be made a help to the teaching process."

There is nothing especially novel in these views; but there is much that is sane and sensible. Take, for instance, the application of the theory to the public library. Many, perhaps most, of our children, will use the library. Is it not better to correlate practically all their outside reading with class work than to allow them to grow up aimless browsers and weak-eyed novel fiends? And is it not worth our while to teach our pupils, by means of practical demonstrations in the local art gallery, something definite and vital about history and sculpture and painting?

A large number of our teachers, living within hailing distance of the Panama Pacific International Exposition now drawing to its successful close in San Francisco, have demonstrated that they realize the educational advantages of this greatest of world's fairs. On almost every day of the exposition year it was possible to find a group of pupils from Catholic schools visiting the varied exhibits in company with a competent guide. One little girl smilingly told me that she was "seeing the exposition intelligently." And so she was. And I hope that she, and thousands like her, will come to realize that this earthly life and the varied works of God and man constitute an exposition that never closes, that demands no admission fee, that is rich in opportunities for correlation with the things learned in school. May we all see life intelligently!

The Dictionary.—An element in the art of study, is the use of the dictionary. Since the art of study, strangely enough, is overlooked in many classes, it is not surprising that, so far as the use of the dictionary is concerned, the pupils are permitted to ignore its existence if they so choose or else are recommended in general and mystifying terms to consult Webster. The fact that Noah Webster has been dead and buried for nearly a hundred years naturally makes for difficulty in the practice of the suggestion.

The right use of the dictionary necessitates the presence of dictionaries—small and handy individual books, for consultation anent spelling, pronunciation and division into syllables; and an unabridged work for investigation of the derivation of words, the employment of synonyms and the trend of correct usage. Children need to be drilled on the rapid use of the larger work, on the meaning of the diacritical marks, on the classification of definitions. And they need, too, to be led to see the importance of having recourse to the dictionary in their uncertainties. The teacher should here teach by the preachment of good example. We don't like to say so, but we cannot blink the fact, that some teachers practically never consult an up to date dictionary and are accordingly given to inaccurate language and to slovenly pronunciation. Even in the schoolroom we have heard such nouns as **recall, address, discourse, and allies** accented on the first syllable.

Professor Dewey's Book.—Our teachers will find food for reflection in "Schools of Tomorrow," by John Dewey and Evelyn Dewey (E. P. Dutton & Company, New York). Though not at all points applicable to our Catholic schools, some of its strictures have a more or less direct bearing on our work, and it is the part of wisdom for us to look into the matter impartially and candidly and see if we are doing our utmost to have our particular work bear its best educational fruit. There is such a thing, we must remember, as recognizing the worth of a theory, even if it does not at all points fit into our particular work; and there is such a thing as being open to suggestions.

Professor Dewey does not, as we might expect, give to religious training the importance that we are bound to give it; but some of his generalizations on other problems connected with school work merit our thoughtful attention. He strives to steer a middle course between the "bookish" ideals of one group of educationists and the "practical efficiency" ideals of another. He insists, as a happy compromise, that the "primary and fundamental problem is not to prepare individuals to work at particular callings, but to be vitally and sincerely interested in the calling upon which they must enter if they are not to be social parasites, and to be informed as to the social and scientific bearings of that calling."

Surely that ideal is a worthy one for the Catholic teacher. It was, substantially, the subsidiary ideal of some of our great Catholic educators, notably of such men as St. John Baptist de la Salle and the Venerable Don Bosco, both of whom concerned themselves, "vitality and sincerely," with the needs of the children of tradesmen and the poor. And I think St. Vincent de Paul put himself on record as being in dire dread of the social parasite.

Things of the Mind.—Those of us who are prone to worry about worries which worry only because they are prospective worries may find a salutary reminder in this unworried outpouring of a worriless bard:

"Some troubles are bad and some are worse,
But the troubles that strike us dumb
And the troubles that bear the greatest curse
Are the troubles that never come."

"Forty Thousand Miles."—We ought to be glad whenever a priest courts the muses. Father O'Niel, whose "Rhyme of the Road" appears elsewhere in this issue, bears cheerful testimony to the advantages of the "hiking" habit. His little poem is not to be despised as a contribution to our Christmas cheer and to our philosophy of life. Teachers who walk a few miles every day—even if it be only on a wooden balcony or in a garden close—will give him a rising vote of thanks. And those who are in a position to plant heel prints on the highways and the hills will join in an enthusiastic refrain.

The Best Christmas Story.—We find it, beloved brethren, in the Gospel according to St. Luke. It is a wonderful piece of literature. Age cannot wither it. Never can it leave us cold and unresponsive. Let us share the delight it gives us with the little ones whose young eyes are not yet opened to its surpassing beauties. And let us impress upon them that it is such a very good story because it is superbly and divinely true.



Great Catholic Writer



XII FÉNELON

By Brother Leo

Men there are who, dwelling in the present, conduct themselves as though they were neither in the world nor of it; and men there are who, though quickened by impulses that beckon heavenward, remain ever of the earth, earthy. Both classes are extremists. And both classes shrink from facts. The one attitude begets the religious fanatic, the raving doctrinaire; the other brings forth the Sadducee—and Montaigne.

What most distinguished Fénelon as man and writer is that he possessed the synthesizing spirit. No partial, lop-sided view of life satisfied him. To the superficial observer Fénelon is a mass of contradictions, less a man and a prelate and a prosateur than a baffling amiable paradox. More careful study shows Fénelon as a man ripe, accomplished, courtly, pious and singularly and exceptionally broadminded—so broadminded as to be accused of narrowness. Above all he is shown as an embodiment of the spirit of correlation, of synthesis. While still a schoolboy he expressed his great desire to unite sacred and secular learning, and the idea lying behind the wish never wholly left him. Everywhere do we see his spirit of synthesis. That, if anything, is the key to "Telemachus." It dominates his educational theory and praxis. It helps us to understand his difficulties in the matter of Madame Guyon and Quietism. It is the spirit of his court life at Versailles and his clerical life at Cambrai. It is the soul that animates his "Letter to the French Academy." And it certainly is the only light in which we can understandingly read Saint-Simon's description of Fénelon's personal appearance. Fénelon was, according to that prince of gossip, tall, thin, well built, pale, with prominent nose and sparkling eyes an unforgettable face; grave and gallant, earnest and gay, scholarly, patrician, episcopal. "There were to be found the most contradictory qualities in perfect agreement with one another."

THE MAN. Francis de Salignac de la Mothe-Fénelon (1651-1715) was born in the Chateau de Fénelon in Périgord (Dordogne), France. His family was noble and impoverished, rich mainly in the good repute of warriors and prelates who had shed glory on the Salignac name. To the heroes of the crozier rather than to the heroes of the blade Francis found himself drawn, and while still a delicate, big-eyed lad, expressed his wish to enter the ecclesiastical state. A kindly uncle helped in his education, and young Fénelon studied successively at Cahors, at the Sorbonne and at Saint-Sulpice.

Ordained priest in 1675, Fénelon took part in the charitable works of the Sulpicians from which he was withdrawn by the Archbishop of Paris to direct an institution founded for the instruction of recent and prospective converts to the Catholic faith. Then came Louis XIV's revocation of the Edict of Nantes, with the consequent need of understanding missionaries in the Huguenot districts. Even frankly prejudiced writers pay a high tribute to the zeal and tact and kindliness with which Fénelon went about his work among the heretics of Saintonge.

Next in the lengthy list of Fénelon's activities come his efforts in education. From his theories of pedagogy, brought about through his friendship with the Duke and Duchess of Beauvilliers, he was led to a consideration of more practical phases of the subject when he received an appointment as tutor to the king's eldest grandson, the Duke of Burgundy. He was honored with a membership in the French Academy in 1693. Two years later he was consecrated, by his friend Bossuet, Archbishop of Cambrai.

The most unfortunate episode in Fénelon's career, and one which in books about him occupies an amount of space out of all proportion to its real importance, was his connection with Madame Guyon—a well-meaning but uneducated woman who had developed a mystical mania and who succeeded in spreading turmoil and contention by preaching her peculiar doctrine of Quietism. More chivalrous, perhaps, than prudent, Fénelon defended Madame Guyon until such time as that interesting lady

was beyond the ministrations of defence, and then he defended himself in his book, "The Maxims of the Saints." The work proved a veritable storm center and the disputes, neither edifying nor salutary, that it occasioned, attracted the attention of all Europe. The book was bitterly opposed by Bossuet, and much of his bitterness reflected on Fénelon whom his lordship of Meaux had formerly befriended and admired. When the book was condemned by Pope Innocent XII in 1699, Fénelon gave the world a noble example of hearty and unequivocal submission.

Saddest, yet sweetest, were the closing years of Fénelon's life. Commanded by Louis XIV to remain within the confines of his archdiocese, the prelate is said to have been "banished" from court. Such a banishment caused him little pain. But he did suffer on account of the alienation of the friendship of the king, of Madame de Maintenon, of Bossuet, and of the deaths, one by one, of men who had clung close to him through evil report and good report. He was saddened, too, by the decline of the power of France, even then discernible, for already the star of "Louis le Grand" was paling before the flaming comet of the Duke of Marlborough. Cambrai lay in the track of the invading armies, but for himself and for his people the archbishop had naught to fear; Marlborough gave express commands that Fénelon's goods and chattels be untouched. A model prelate, a father to his priests and his people, Fénelon moved among his flock always courtly, yet always gracious and approachable. At death he left behind him neither debts nor money.

Strangely enough, the most significant tribute ever paid to the memory of Fénelon came from the furies of the Reign of Terror. They swept, license crazed, upon Cambrai, desecrated the sacred bones of former prelates enshrined in the cathedral, melted down the coffins into bullets. But when the invaders reached the bier of Fénelon, they stayed their ruthless hands. No touch, save the touch of loving gentleness, fell upon his mortal remains; and those gory men, who blasted the monuments of emperors and scattered the ashes of kings, laid tokens of their respect and love upon the coffin of Fénelon.

THE EDUCATOR. Bossuet had been appointed to educate the Dauphin, and—owing to the truism that you cannot make a silk purse out of a sow's ear—he had achieved but indifferent success. Fénelon was appointed to educate the son of the Dauphin, and he achieved a brilliant success. Yet the raw material which awaited the shaping hands of Fénelon was scarcely less unpromising than that which Bossuet had already wrought upon. The little Duke of Burgundy was a wild and wilful lad, given to the most extraordinary bursts of temper and to the extremes of emotional display. He would smash the clock that called him to a distasteful task, launch into a wild and impotent tirade against the rain that fell inopportunely; to his personal attendants he made life a torment. Then came Fénelon and won the boys' confidence and love; and having that, he taught him to exercise in all things moderation and reserve. It was not the work of a day. Fénelon exercised superhuman patience and infinite tact. But he succeeded. And, had his pupil lived to ascend the throne, we may well believe that subsequent disasters in the history of France would have been lessened and deferred.

Therefore, Fénelon was a practical educator. He understood the art of molding character, of setting forth right ideals, of forming noble habits. He was not less successful in the lesser art of imparting instruction—an art which he wisely made a means to the larger end of educational endeavor. He laid broad and deep the foundations of learning in the Duke of Burgundy. Bossuet once gave Fénelon's pupil an exacting examination and expressed surprise at the scholarship and maturity of the Dauphin's son.

Fénelon was likewise a weighty contributor to educational theory. Not only was he ahead of his times; he was in some respects ahead of our times. No student of education can afford to overlook Fénelon's classic, "Treatise on the Education of Girls."

That treatise is the first on the subject in the history of educational thought. "It holds," says the Viscount St. Cyres, who is not by any means a blind admirer of the Dove of Cambrai, "a most judicious balance between the two opposing parties of the time. On one side were the *précieuses*, enthusiasts for the 'higher' education of their sex; on the other were the heavy Philistines, so often portrayed by Moliere, who thought that the less girls knew the better they were likely to be. Fénelon sums up in favor of the cultivated house-wife; his first object was to persuade the mothers to take charge of their girls themselves, and fit them to become wives and mothers in their turn."

The "Education of Girls" is really an application to a specific field of those principles of moderation, of correlation, which we insist upon as the distinguishing characteristic of Fénelon. The treatise points out the necessity of education for girls—a necessity not by any means generally recognized in his day; it dwells upon the formation of healthy habits as the basis of all education; it recognizes the advantage of making study attractive; it draws attention to the educational value of the Sacred Scriptures; it discusses means of making religious instruction interesting and vital; it takes cognizance of the principal defects of girlhood and suggests appropriate remedies; it sets forth the chief duties of womanhood as the specific goal of training; and it investigates the equipment of the ideal teacher.

Fénelon's educational theory was shaped in the light of a sane and purified humanism. Human nature is to be assisted, trained and developed, he maintained; not crushed as a thing wholly evil. He scores those teachers—even now, alas, not entirely vanished from the earth!—who demand of their pupils a precision of thought and a degree of attention of which they themselves are incapable and who rely unduly upon the pedagogical efficiency of threats and punishments. Such teachers, he maintains, make of schooling a hateful thing and destroy the children's sense of reason and justice. "He felt the charm of childhood," says Paul Janet, "and he loved children. That is why he is a great educator and one of the masters of pedagogy in France."

Time and again do we find the author of the treatise insisting on his favorite idea of correlation. "We must avoid the fault of ordinary teachers who let the child associate nothing but tedium with his studies, nothing but amusement with his hours of play. We must make learning and virtue agreeable. * * * If the child learns to regard virtue as something sad and sombre, all is lost." Fénelon is the first educational writer to dilate upon the pedagogical advantages of "un visage riant."

Many passages in the "Education of Girls" sound as though they had been written with present day conditions in the author's mind—for instance, the statement that idleness produces a "pernicious attraction" toward shows and diversions. Others again show the writer's fixed belief in object lessons. All of them manifest that Fénelon had glimpsed the modern shifting of educational endeavor from the logical content of the imparted truth to the center of the child's learning process. The "Education of Girls" is, from every point of view, a far more significant contribution to educational theory than the vastly over-rated "Emile" of Rousseau.

THE WRITER. Fénelon's principal works, some of them not published until after his death, are: "Refutation of Malebranche," "Treatise on the Existence of God," "Dialogues on Eloquence," "Fables," "Dialogues of the Dead," "The Adventures of Telemachus," "Questions for Self Examination on the Duties of a King." Most of these were written for his pupil, the Duke of Burgundy, who retained a warm personal affection for his distinguished preceptor even after Fénelon had fallen under the king's displeasure. To this list must be added numerous letters written to Fénelon's penitents and friends.

His controversial writings, including those brought about by the dispute anent Quietism, are not without admirers. "From a literary point of view," says Bishop Hedley, "his apologetic writings are perhaps the finest examples of his grace; vigour and learning." Aye, per-

haps; but the world has decided that Fénelon's most enduring monument of literary greatness is his philosophical romance, "The Adventures of Telemachus."

This Greek poem in French prose, as Voltaire somewhat inaccurately described it, was written during Fénelon's leisure moments for his own recreation and for the edification of the Duke of Burgundy. Never was a book written with more innocent intentions, and never was a book so vigorously assailed as an attack on the divine right of kings. Published without the author's consent, first in part and then complete, in 1699, it was interpreted as a satire on the court of Louis XIV in which the king, Madame Montespan, James II of England and other celebrities were held up to scorn. Only after Fénelon's death was it generally recognized that he had unjustly suffered from the imputation of things evil and that "Telemachus" is one of the great literary triumphs of the world.

Like most truly great books, "Telemachus" has been at times extravagantly praised. It has been called the most perfectly written book in the French language; it has been described as possessing "all the splendor of Homer, all the elegance of Virgil, all the charm of fiction joined to all the force of fact." (Feller, "Biographie Universelle.") The truth is that, as Boileau long ago pointed out, "Telemachus" is a didactic novel with undue emphasis on the didactic. Mentor always talks beautifully; but there are times when he talks too much. All the descriptive passages have charm and grace; but there are too much of them and too many. "Telemachus," too, suffers from the fact that it sets forth an ideal government of ideal people under ideal conditions and therefore rises too far above the human life which it is the office of literature to interpret; but here, if Fénelon sins, he sins in the noble company of Plato and the Blessed Thomas More.

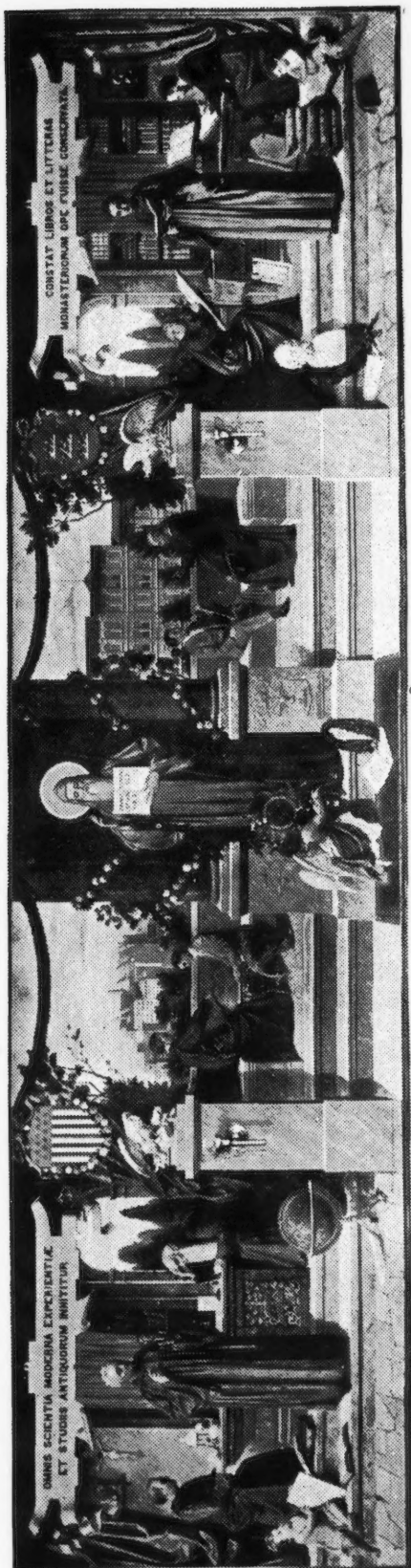
But criticism, necessarily the expression of personal opinion, is never more personal than when dealing with such a work as "Telemachus." So much, so very much, depends on point of view. Thus, a friend of mine maintains that Corneille ranks higher than Shakespeare. And why? "Because," so the deliciously naive explanation goes, "your Shakespeare paints men as they are, while our Corneille paints men as they ought to be." Based on such premises an argument could go on forever. It forces us to the meaning of holding the mirror up to nature and to Pilate's pregnant query, "What is truth?" And it drives us to Kipling's conundrum: "It's pretty, but is it art?"

Be all that as it may, there is no denying that Fénelon, in his letters, in his apologetic works and especially in the wonderful romance of the son of Ulysses, shows his mastery of the art of expression. The world of letters would be poorer for his loss. While his style is sometimes marred by lack of energy and by a too cloying richness, it possesses that grace and melody which, even in French, is within the command of only a select few. "Telemachus" gains rather than loses by comparison with the products of our giddy-paced times. "When," says Mr. Morley, "we turn to modern literature from Fénelon's pages, who does not feel that the world has lost a sacred accent, as if some ineffable essence had passed out from our hearts?"

Verily; for the grace of God was in him.

BIBLIOGRAPHY. The following books of selections from the writings of Fénelon are well adapted for the use of teachers: "Reflections and Meditations selected from the writings of Fénelon, with a Memoir of His Life," by the late J. R. G. Hassard. "The Spiritual Letters of Fénelon," with a preface by the Bishop of Newport and Menevia. "Spiritual Counsels from the Letters of Fénelon," selected by Lady Anabel Kerr. Kate Lupton's translation of "De l'éducation des filles." The selections in Warner's "Library of the World's Best Literature," edited by Bishop Shahan.

For the life and times of Fénelon consult the Catholic Encyclopedia and chapters xi, xii and xiii of the fourth volume of Parson's "Studies in Church History." Valuable, though written from an alien viewpoint, are E. K. Sanders' "Fénelon, His Friends and Enemies," and M. Masson's "Fénelon and Madame Guyon." Of service, too, are H. L. Sidney Lear's Life of Fénelon, and the lecture on Fénelon by the late Dr. Cummings, published in the Catholic World for August, 1870.



Now in position on the wall of the auditorium in St. Benedict's College, Newark, N. J., is an oil painting by Father Raphael of the Benedictine Order, which conducts the school. The painting was designed to make an appeal to the more than 200 boys in attendance at the institution, visualizing to them stages in the development of educational methods, ancient, medieval and modern.

The painting was done in the studio of the School of Christian Art, affiliated with St. Anselm's College in Manchester, N. H., which is also conducted by the Benedictines.

Besides the general purport of the picture there are presented elements of interest local to Newark. These include, on the left of the central of three panels, a view of the more prominent buildings in the heart of the city, and on the right, the facade of the school buildings.

While all the figures in the work are well balanced, most prominent is that of St. Benedict, the Italian monk, son of a Roman nobleman, who founded the order soon after the year 500. He is presented with tablets on which are inscribed the words "Omnia Sapientia a Domino Deo" (All wisdom comes from the Lord

God). He is shown between columns on which are shown the arms of the Newark Roman Catholic diocese. At his feet is shown an angel with an offering bearing the seal of St. Benedict's College. On either side are shown Benedictine priests instructing boys of the present time. Standing forth prominently are a shield of the United States and the seal of New Jersey.

On the extreme left is symbolized the ancient education, the experimental period in chemistry, astronomy and physics, while a cupid sits on the steps puzzling over a problem of mathematics. On the right is a depiction of a scene in the scriptorium of a monastery of the Middle Ages, the monks engaged in the labors, which preserved to the modern world the knowledge of old, making transcripts of the Bible and the classics and illuminating manuscripts, which are now preserved as rare works of art.

On the right panel is a Latin motto, which, translated, means: "It is evident that in the work of the monasteries books and literature were preserved." The motto on the left panel means: "All modern sciences were begun in the experiments and studies of antiquity."

Infant Confirmation.

On Sunday evening, Nov. 14, Bishop Foley of Tuguegarao in the Philippine Islands was tendered a reception by the Medford, Mass., Woman's Club. Preceding the reception Bishop Foley was introduced by Rev. Daniel F. Desmond. The Bishop gave an interesting talk on the life and customs of the people of the Philippines. One of the items of information he gave was a surprise to many of his audience, namely, that in his diocese, as all through the Philippines, it is customary to administer the Sacrament of Confirmation to children when they are mere babies. The Bishop spoke of the eagerness of the Filipinos to have their little ones receive this great Sacrament, and said that no doubt the steadfastness of those people in the faith, in the midst of many trials and temptations to forsake it, might be traced to the grace of the Sacrament of Confirmation. This custom of infant Confirmation is an exception to the general rule of the Church and is confined to Spain, and the countries that have received their Catholicity from Spanish missionaries.

They Adored.

When the Wise Men came to Bethlehem, what was their first act? The Scripture tells us: "Falling down they adored Him."

We do the same thing before the Blessed Sacrament. Therefore, when you come into the church, never forget this act of reverence, never forget the homage due to the great God, Who reposes there in the tabernacle, waiting for you and for me to come to Him. He watches with a Father's love for the little signs of true Catholic devotion that prove how close He is held in the hearts of His children. If we truly love God, we can never be heedless of His Presence. — Sacred Heart Review.

A Magnificent Gift.

The inauguration of the magnificent free public library on St. Denis street, Montreal, built and equipped by the Sulpician Fathers at a cost of \$350,000, took place recently. In an appropriate address, the Hon. P. E. LeBlanc, lieutenant-governor of the province of Quebec, referred to the many good works carried out by the Sulpicians in Montreal. Mr. Justice Doherty, too, acknowledged the debt of gratitude which all races of Montreal owed to the Sulpician order.

Central Catholic Headquarters in New York City.

Cardinal Farley has heartily indorsed the movement to raise \$500,000 for the erection of a central Catholic headquarters in New York city. Sixty-one thousand dollars has been raised so far by New York Knights of Columbus toward this headquarters.

THREE SONGS "My Rosary"

words by Father Geo. Heldmann, "Ave Maria" high or low voice "A Message From the Lily to the Rose" ballad for medium voice. Music of all three songs by B. G. Young. 16c each; 2 for 30; 3 for 40c. YOUNG MUSIC CO., Hammond, Ind. (Mail orders promptly attended to)

New School Dedicated.

His Eminence Cardinal Farley presided at the dedication and blessing of the new school of St. Thomas the Apostle, St. Nicholas avenue, near One Hundred and Eighteenth street, New York, Nov. 14.

The school represents an actual cost of \$114,000, and it points to the generosity of a devoted people who have cheerfully and liberally shared the material fruits of their labors in order that Catholic children might possess and completely enjoy the faith of their forefathers.

The teaching body comprises the Brothers of the Christian Schools, supervised by Brother Jerome, and the Sisters of Mercy, under the direction of Sister M. Fidelis. At present over eight hundred children are registered.

St. Colletta's School.

A large building is the latest addition to St. Colletta's school for feeble-minded children, Jefferson, Wis. Although little is heard of this institution, it is doing a great work in a quiet way. The school cares for and educates children from all over the country and nearly every state in the union is now represented. The management of the school is entirely in the hands of the Sisters, who, besides acting as teachers, cultivate the large garden, from which they obtain a plentiful supply of vegetables for the table.

Sisters of Ste. Chretienne.

The Sisters of Ste. Chretienne will soon establish their first community in the United States, the house to be erected in Salem, O. Work on the structure has already been begun. It is expected to have it completed by next summer. The community will include a number of the nuns who have been serving as nurses on the battlefields in France.

Cornerstone of New Loretto College Laid by Archbishop Glennon.

Most Rev. Archbishop Glennon officiated Monday afternoon at the ceremonies of the laying of the cornerstone of the new \$250,000 Woman's College now being erected by the Sisters of Loretto on the site of the old Loretto Academy, No. 466 East Lockwood avenue, Webster Groves, almost directly opposite the beautiful church and school buildings of Our Holy Redeemer parish.

The Loretto Sisters celebrated their centennial as a religious order in 1912, receiving the papal blessing in a cablegram. The order includes 500 members, and owns and operates 50 educational institutions in two archdioceses and 18 dioceses of the West and Middle West.

Schools in Washington, D. C.

The Fathers and Brothers of Mary of Dayton, O., have established their house of studies on a site of 10 acres adjoining the University. Later on this site will be improved by the erection of a suitable building to serve as a novitiate of the Community in the United States. There are now nine

Orders and Congregations established at the University, in their own residences.

The new House of Studies of the Oblate Fathers is making rapid progress. It rises at the entrance to the University and when finished will be quite as large as the Gibbons Memorial Hall, which it greatly resembles in general appearance. This splendid new edifice will house about 100 Fathers, Brothers and novices.

The new building of the Catholic Sisters College, in the vicinity of the University is approaching completion and will be ready by December 1st. It will furnish the student Sisters a large chapel, several class rooms, laboratories of chemistry, physics, biology, and domestic sciences. Also library and reception room and other needed accommodations.

The student registration at the University has reached the figure of 625. Of these 402 are lay students. The ecclesiastics, secular and religious, number 223, of which number about 70 belong to the secular clergy, the rest being novices of the religious communities. The Faculty of Theology registers this year 76 students, 43 of whom are going on for advanced degrees, among them two doctors of theology and one in Canon Law. Nine religious communities are represented in the Faculty of Theology, whilst the other faculties have on their rolls a number of clerical students who are preparing to teach the higher branches in various colleges throughout the United States or in Canada.

St. Patrick's parish school at Glen Coe, Staten Island, cost \$150,000. At its dedication by the Bishop of Brooklyn, four Protestant ministers occupied platform seats.

New Idea in Schools.

In announcing the building in the near future of a school for the new Cathedral parish in St. Louis, Most Rev. Archbishop Glennon said that in such an institution "we would have a home and a training school for our Cathedral choristers."

Poor Clares Established in New York.

Through the efforts of Mrs. John Latenser of Omaha the Sisters of Poor Clare from Omaha have been established in New York City. About forty years ago the Poor Clare Sisters made an effort to locate in New York, and resided there for a short time, but owing to lack of support they were compelled to abandon their location. After another effort in Cleveland they went to Omaha, where the generosity of Count Creighton enabled them to found a monastery.

For Dante's Anniversary.

A Dante commemoration in honor of the six hundredth anniversary of the poet's birth took place at the Hotel Biltmore on Saturday, Nov. 20, under the auspices of the Mount St. Vincent Alumnae Association. The speaker was the Rev. Cornelius J. Clifford, Ph. D., lecturer in philosophy at Columbia University, and well known as a student of Dante.

PROGRESS IN NEW ZEALAND.

The most Rev. Thomas O'Shea, S. M., Coadjutor Archbishop of Wellington, New Zealand, now visiting this country, is authority for the statement that the Church of New Zealand is very strong and is growing rapidly. In 1840, there were only five hundred Catholics. Now they number one in seven out of a population of over one million.

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Health Hints.

In his talk, "The Physical Cure of Fear and Worry," given before a recent meeting of "The Wisconsin Teachers' Association, Stanley L. Krebs, President of The Institute of Mercantile Art, Philadelphia, advocated deep breathing, drinking plenty of cold water—at least two and a half quarts a day, correct posture of the body whether sitting or standing, and plenty of sleep.

To this we would add exercise in the form of walking as conducive to a hopeful, buoyant disposition. Neurasthenia, nervous prostration, indigestion, general physical depression are household words. Formerly the physician most honored and patronized was he who had the largest array of boluses. Patients wanted to be cured while sitting still by means of violent medicines.

Today the medical fraternity is practically unanimous in prescribing food in moderation plenty of open air and orderly living; nervous, spleeny, unmethodical patients are roundly told that in functional troubles the cure is mainly in their own hands.

Here it is: "Solvitul ambulando," which freely translated means: "Get out and walk." Any human function; spiritual, mental or physical, that is neglected, becomes atrophied. As to the last, physical exercise is an absolute essential to health in normal people and walking makes for a normal personality.

The walker becomes acquainted with Nature; scenery, trees, plants, flowers. A stroll in the woods or even along the avenue, with a chat here and there with neighbors, children, anybody who is friendly, is a distinct gain. They who love to walk are seldom nervous, melancholy, at odds with the world. Exercise brings manifold rewards.

The world changes; architecture, fashions, popular amusements, communication and means of transportation, are all subject to revolution, but human nature does not change or the physical constitution of mankind. Walking promotes physical well-being which makes for a serene optimistic outlook on life. A specific for fear and worry is offered in the following lines: The little cares that fretted me,

I lost them yesterday
Out in the fields above the sea,
Among the winds that play,
Among the lowing of the herds,
And rustling of the trees,
Among the singing of the birds,
And humming of the bees.
The foolish fears of what might pass,
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die and good are born—

Out in the fields with God.

—Mrs. Browning.

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Archbishop Prendergast's Golden Jubilee.

A fitting crowning of fifty golden years was the majestic celebration of the dual jubilee of Philadelphia's beloved metropolitan, the Most Rev. Edmund F. Prendergast, D. D., and the Cathedral of St. Peter and St. Paul, Wednesday, November 17.

Present for these joyful anniversaries were two princes of the church, Cardinals Gibbon and Farley, the Apostolic Delegate John Bonzano, D. D., three archbishops, twenty-one bishops, domestic prelates, heads of religious orders, and six hundred priests constituting the most noted ecclesiastical assemblage in the city in history.

Seventy-five thousand men marched under the auspices of the Holy Name Union while five thousand parochial children and five thousand orphans paid a touching tribute to their Father in Christ at separate services.

Right Rev. James J. Keane, D. D., of Dubuque, delivered the sermon. An address in behalf of the clergy was given by right rev. Bishop McCort who mentioned the clergy's gifts to the archbishop. These are the magnificent crosier and mitre used by His Grace in the day's ceremonial and two full sets of pontifical vestments.

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Cardinal Gibbons.

Cardinal Gibbons on Success.

In a recent interview his Eminence Cardinal Gibbons defines success, which definition cannot be impressed too strongly on the youth of our land.

"Faithfulness, plodding perseverance, persistence in doing whatever is set for him to do. These things will gain him success where genius would fail—unless it is that sort of genius which is nothing more than infinite hard work. That is the best genius, hard, steady, careful work. It is the real genius.

"I wish every boy could understand that. I wish every boy could know that success does not mean fame or wealth, or that the world should set to talking about you. I wish every boy could know, and believe, that the way to success is by plodding effort. One plodding, hard-working, faithful boy is worth to the world much more than the boy with flashes of genius. The boy who will plod, plod, plod, who will concentrate his effort, is on the surest road to success."

"Success is nothing more nor less than doing well the things we have to do every day. Success is duty performed—that is all. There can be no greater success than that. The boy who does every day the little things he is set to do, and does them well, has succeeded. When he becomes a man he is still a success if he performs his every day tasks and duties faithfully. There may be no fame, no sounding of trumpets for him, but he is a success."

Catholic Juvenile Fiction.

The following article from November "Extension" may prove suggestive in the selection of juvenile literature suitable for presents, premiums or for library purposes:

"The late Charles J. O'Malley lamented the fact that the most talented Catholic writers seemed to expend their time and energy in producing books for children, when adults, he asserted, had greater need of their attention. Certainly there is no denying that many Catholic writers seem to have genuine talent for juvenile stories. High up in the roll of Catholic writers of juvenile fiction is Father Finn, the creator of Tom Playfair, who has endeared himself to many Catholic boys, and girls, too. Maurice Francis Egan has a goodly number of volumes to his credit, while Father Copus and Father Spalding, and Molly Elliot Seawell, have carved niches for themselves in the hearts of the Catholic youth. The list of writers of books for boys and girls is a long one.

For Boys.

The following by Rev. Francis J. Finn, S.J.: That Football Game, and What Came of It.; That Office Boy; Tom Playfair; Percy Wynn; Claude Lightfoot.

The following by Marion Ames Taggart: The Treasure of Nugget Mountain; Winnetou, the Apache Knight; Jack Hildreth on the Nile.

The following by Rev. R. P. Garrold, S.J.: Freddy Carr and His Friends; Freddy Carr's Adventures; Black Brotherhood and Some of Its Sisters.

The following by Maurice Francis Egan: In a Brazilian Forest and Three Brave Boys; Jack Chumleigh at Boarding School; Jasper Thorne.

The following by Wm. Heylieger: Bartley Freshman, Pitcher; Strike Three; Against Odds.

The following by Rev. Walter T. Leahy: Clarence Belmont; Child of the Flood; Wilfred Sweet.

Recruit Tommy Collins, by Mary G. Bonesteel.

Tom's Luck-Pot, by Mary T. Waggaman.

The Captain of the Club, by Valentine Williams.

The Prairie Boy, by Rev. John Talbot Smith.

The Great Captain, by Katherine Tynan Hinkson.

Jack, by a Religious of the Society of the Holy Child.

Tooralladdy, by Julia C. Walsh.

An Adventure with the Apaches, by Gabriel Ferry.

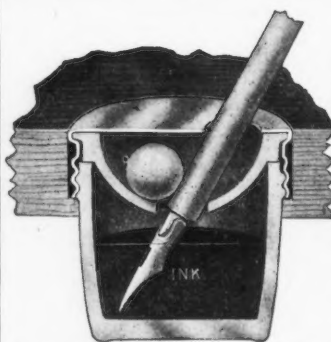
In Quest of the Golden Chest, by George Barton.

The Son of Columbus, by Molly Elliot Seawell.

For Girls.

The following by Henriette Eugenie Delamere: Nellie Kelly; Her Heart's Desire.

Continued on page 307

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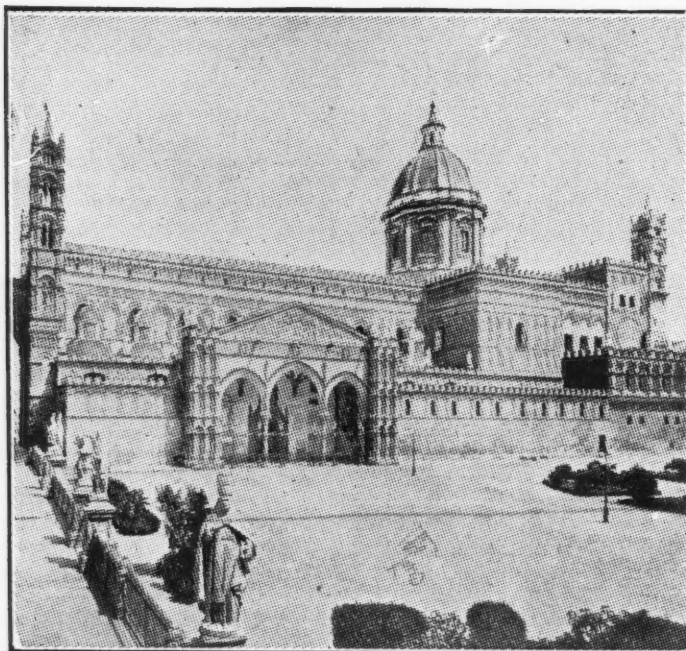
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Great Churches of the World.

Numbers 39 and 40 in our Series of Studies.



The Cathedral of Florence, Italy.

The chief monument of Florence, Italy, is the Duomo, or Cathedral of Santa Maria del Fiore, the foundations of which were laid with great solemnity in 1298.

The Florentines, having ambitiously resolved on erecting a monument which for architectural splendor and proportions should outlive all previous structures, the honor of preparing the design of the present building was intrusted to Arnolfo da Colle. On his death the great Giotto superintended the works; and many eminent architects were employed during the fourteenth century before this splendid edifice was completed—Brunelleschi the last, conceived and erected the grand cupola, the largest dome in the world, so much admired by Michael Angelo as to have served him as model for that of St. Peter's.

The dimensions of the Cathedral are: Length, 556 feet; the width of the transepts, 306 feet; of the nave and aisles, 128 feet; the height of the aisles is 96½ feet, of the nave 153 feet, and of the dome to the summit of the cross, 387 feet. The seating capacity is 24,000.

At the side of the Cathedral springs up Giotto's light and elegant bell-tower, detached from the church, according to the custom of those times. It rises to a height of nearly 300 feet. Ruskin has said of this tower that it is the one building in which the characteristics of Power and Beauty exist each in its highest possible degree. In front is the Baptistry of San Giovanni, in form an octagon supporting a cupola and lantern; all three edifices being entirely coated with varied mosaic and white marble. Three bronze gates are an additional adornment of the Baptistry of San Giovanni, which have been immortalized by Michael Angelo with the name "Gates of Paradise."

From the pulpit of the Duomo the holy Fra Savonarola often preached.

The Cathedral of Palermo, Sicily, Italy.

This splendid half Gothic, half Greek building, was erected toward the close of the twelfth century, and is adorned with hundreds of marble columns and statues.

It contains the tomb of Count Roger, founder of the Norman dynasty of Sicily, and of the half-pagan Hohenstaufen, the Emperor Frederic the Second, who flits in and out of several of John Ayseough's books; besides other royalties and prelates of note.

The cathedral owes its origin to Archbishop Walter, of Palermo, a native of England, who built it on the site of an ancient basilica, which on the Saracen conquest, became a mosque, and on the Norman conquest again became a church, first of the Greek, later of the Latin rite.

Like so many of the Sicilian churches, the interior of the cathedral is gorgeously decorated with mosaics and paintings.

The present Archbishop of Palermo is His Eminence Alexander Lu-aldi, Cardinal-priest of San Gregorio al Celio.

Publisher's Note—On completion of our series of "Great Churches of the World," which feature will continue for another year, it is probable that the same will be published in book form, retailing at about 50c. The publishers would be pleased to hear from all interested in securing this collection of pictures in book form at a nominal price, so that if a sufficient volume of orders are had, the publication of the book will be warranted.

STORIES TO TELL THE PUPILS

THE FAIRY'S DIAMONDS

M. N. Blodgett

"Oh, I do wish something nice would happen to me," sighed Little Girl one day.

It was snowing outside so that Little Girl could not go out and play. She was tired of her dolls, and her mother was too busy to tell her stories. She stood at the window watching the snowflakes floating down. They were great big snowflakes, and as one blew against the window she saw that it had five white points with fine lace between.

"It looks just like a Fairy Queen's crown," she thought. She looked more closely at it. "Why, it is a Fairy Queen's crown."

Sure enough the white snowflake was a bright little crown on the prettiest fairy you ever saw. As Little Girl watched the Fairy put up her wand and touch the glass, a little door opened in it, and the Fairy entered.

Little Girl did not know what to say. Then she remembered what her mother always said to callers, so after a moment she said softly:

"Won't you sit down."

She was almost afraid the Fairy would fly away, but with a smile the pretty Fairy sat down on the big rocking chair, and Little Girl sat down in her own little rocking chair.

"You would like to know my name," the Fairy began. "Well, it is Snow Fairy. I saw you looking sad at the window, so I came in to cheer you up."

"Oh, I'm so glad," cried Little Girl, drawing her little chair close up to the big one. "I love fairies. Are you a Fairy Queen?"

"No, Little Girl. I keep the diamonds of the Fairy Queen."

"Do you really?" Little Girl leaned nearer. "Where do you keep them? In a box somewhere?"

Snow Fairy laughed.

"No, the Fairy Queen wants everyone to see her diamonds, so she has me spread them all over the world. Sometimes that jolly Jack Frost helps me, and so does Fairy Sunshine."

"What does Jack Frost do?" asked Little Girl.

"He helps me paste the diamonds on the windows, and he makes lovely patterns with them. Then Fairy Sunshine comes flying, and spreads her bright golden light over the diamonds. They glow and shine and everyone, who sees them, and knows they are Fairy diamonds, is happy and bright all the rest of the day."

"What does Snow Fairy mean?" thought Little Girl.

Snow Fairy knew what Little Girl was thinking. She stood up and took Little Girl's hand. They went to the window, and Snow Fairy said:

"Now look out there. Fairy Sunshine is coming. Soon you will see the Fairy Diamonds glow."

Just as she stopped speaking a bright golden light fell over all the ground, and there flashing and gleaming were the Fairy Diamonds. They hung in bright lines on the fences, and shone in heaps on the branches of the trees. They were so bright that Little Girl closed her eyes. When she opened them to tell Snow Fairy that she knew now what Fairy Diamonds were, Snow Fairy was gone.

"I'm going out and play with the Fairy Diamonds," thought Little Girl.

She asked her mother. Then quickly put on her coat and cap, and ran out.

There were the diamonds lying on the very steps. She picked up a big handful, and watched each tiny snowflake gleam. For an hour she played with them. She shook the branches to see the diamonds fall. She made a big heap of them.

Suddenly she said to herself:

"Why don't I get my little cart, and fill it with these diamonds. Then I will hide the cart in my room, and I

will have the diamonds to play with whenever I wish."

She went into the house, found her little spade and cart, and dragged them out. She filled the cart way up high with the sparkling diamonds. When it would hold no more she pulled it up the steps into the house. She looked back at the cart just as she began to climb the stairs to her room, and the diamonds did not seem to be as bright. But she went on, dragging it slowly up the steps. She pulled it into her room, and turned around to take the diamonds out. But not a diamond was there. The bottom of the cart was covered with water, which was dripping slowly onto the floor.

"Oh dear, my diamonds," cried Little Girl. She sat down on the floor and began to cry. "Oh dear, my diamonds are gone."

"They are not your diamonds," said a soft voice in her ear.

Little Girl jumped up. There stood Snow Fairy.

"Those diamonds belong to the Fairy Queen, Little Girl. You wanted to take some diamonds away to keep them all to yourself, but the Fairy Queen wants them spread out for everyone to see. She wants their bright sparkle to make everyone happy. So when you tried to take the diamonds away and hide them, Sunshine Fairy turned them into water. But you can always play with them outdoors."

Snow Fairy smiled, and waved her wand. A bright sunbeam danced in. It touched Snow Fairy's hand. Together they flew to the window. The little glass door opened and shut. They were gone.

HOW BETTY JOURNEYED TO SANTA CLAUS LAND

Rebecca Strutton

Ring! Ring! Ring! went the door-bell.

Betty Bentley ran quickly to open it.

"Are you Betty Bentley?" asked the rosy-cheeked man standing on the porch. He was wrapped in fur from head to feet, as it was the week before Christmas and very cold.

"Yes," said Betty, "but what do you want?"

"I want you to wrap up in your furs and go with me to Santa Claus Land," answered the jolly man.

Betty never thought to ask her mother if she might go. This seemed such a wonderful chance for a small girl that she darted up the stairs to her own little white room, meeting no one on the way, she soon returned looking like a truly snow-bird in her pretty white furs.

Soon the two companions were speeding along on their wonderful drive, with bells tinkling, reindeer trotting along gracefully and everything so beautiful that Betty never felt sure how far she went nor in what direction she traveled.

Whether she had been hours or minutes on the road, mattered not to our little friend, when she was told that they had reached the end of their journey. Could anything be more beautiful? Betty thought not. Snow was piled in great wonderful drifts, looking like castles, with the rose tint of the setting sun turning all into fairyland. Icicles hanging here and there reflected rainbow tints until the scene was really dazzling and Betty thrilled with joy to think that she, of all little girls, was going to visit the house—the fairy work-shop of the dear old Saint who belongs so entirely to children.

Soon Betty saw the home of Santa Claus and his good wife. It was really the biggest of the snow castles and as the jolly man led her in, Betty found herself in a room, cozy with easy chairs and a big warm fire, where she was told she would soon meet Santa Claus and his good wife.

Seating herself in one of the comfortable chairs, Betty waited cheerfully, listening to the snapping of the

logs in the fire-place, until she suddenly realized that two people were talking near enough for her to hear what they said.

"We must work very fast, my dear," said one voice, "and even so there are many poor little ones who will be sad this Christmastide."

"I wonder," answered another voice, "if we shall ever be able to make enough gifts for all, poor little dears!"

Betty thought the voices must belong to Santa Claus and his wife, and now began to listen intently.

"We might get around," said the first voice, "if some of the children who have so much would help us. I know one girl, whose mother wanted to repair a lot of her little daughter's toys and send them to the Smile Club for distribution among the poor, on Christmas morning, but the child was so selfish that she wanted to keep them all, even tho she knew that, as usual, she would have lots of new ones on Christmas morning."

At this, Betty's cheeks began to tingle and a feeling of shame crept into her heart. She wondered how Santa Claus happened to know about her conversation with her mother, for it never occurred to her that another little girl might have been selfish in the same way.

Soon Mrs. Santa Claus came in and excused herself for the delay, saying that a box had to be packed that was going a long distance.

Betty felt quite abashed at the kind, cheerful greeting given her by the dear old lady and after a nice little supper together she was taken to the wonderful workshop to meet Santa Claus himself.

Oh, Wonderful! Wonderful!! such stacks of dolls and toys of every description, both finished and under way. Little men dressed in tight red suits and pointed caps—very jolly looking fellows—were jumping about wrapping and packing articles into huge bags. Such a busy, happy-looking place and not a selfish thought among the workers. How could any children be passed by, when there were so many gifts being started out and still a week in which to work, thought Betty.

Before our little friend was half thru looking, the jolly man appeared and said he was ready to take the visitor home. Then she turned to thank her dear entertainers for their kindness and with tears, told them she would be glad to help all she could and would expect nothing herself as she felt that she had been treated better than she deserved, all her life.

This pleased Santa Claus and his good wife very much and they wished their little guest a "Merry Christmas" as she drove away.

After a lovely ride home, Betty felt that she must climb into her own little bed and think it all over before she talked with even her mother, but when they met in the morning and the story had been told, Betty herself, realized that she had been on her wonderful journey to Santa Claus Land without even leaving her little white bed and her mother knew that the journey, especially the conversation between Santa Claus and his good wife had done her little daughter good.

Our little friend spent a very busy morning gathering her toys together and when the task was finished she brought her mother to see what a lot she had found.

"Mother dear," she said, "I want to help you mend all my broken toys, that can be mended and pack them, with all the unbroken ones and send them all—every one—to the Smile Club, to be given to the children whom Santa Claus can't take care of—and maybe that will help some."

THE SCHOOL PLANT AND RECREATION

Men will not tolerate in a public school building a performance they might witness without protest in other places, says Clarence A. Perry, in a bulletin recently issued by the United States Bureau of Education. For this reason Dr. Perry thinks the movement to use the school plant for social and recreational purposes is destined to purify as well as popularize amusements.

"The teaching staff and other machinery of the public schools are dedicated by the people to a betterment serv-

ice," says Dr. Perry, "therefore society will not permit the building erected solely for that purpose to be put to a contrary use."

Statistics gathered by Dr. Perry from forty-five leading cities in the United States show that in one month there were over 800,000 attendances upon evening functions in the public school buildings of these cities. The bulletin declares that these figures mean so many evenings spent in wholesome activity by persons many of whom would otherwise have spent that time in less beneficial or in positively harmful pastimes. "These 800,000 instances of the influence of the school in one month, whether scattered over many persons or concentrated upon a few, indicate the tremendous force for righteousness that was extended by one month's extension work in these forty-five cities."

"The public character of all functions held in the school buildings has the effect of censoring those functions," asserts Dr. Perry. "The activity which a group heartily, publicly, and unshamedly seeks, affords the kind of expression that its members need. When youths and maidens consort in the public school building in social life we may be certain that instincts of racial importance are being cherished instead of exploited."

"Unfortunately," says Dr. Perry, "a large number of young people, in the heyday of life, are devoting their ample margins of energy to passive amusements and degenerating satisfactions. What holds these young people back from profitable pastime is lack of meeting places and of leadership. Suitable meeting places and wise leadership would, for a vast majority of them, change the evenings of waste and drifting into times of upbuilding and character-strengthening. The opportunity which society needs for this purpose it possesses in the vast equipment of the public school which lies idle otherwise during the period of popular leisure."

NED'S LETTER

Dear Santa Claus, I thot I'd rite
A note to u 'fore Christmas nite.
To let u no I want a sledd
(The belly-buster kind, an' red.)
Oh, wouldn't it be lots o' fun
To git a bran-new target gun
And an airship that kin fly?
Like an eagle thru the sky?

I most forgot: an' bring me, too,
An automobile painted blue,
So I kin ride lickety tare
Down the street like a million-air!
U mite put in a ball an' bat,
Nife an' sweater an' things like that—
Well, I must close, with love, adew—
I'll leave the rest to U.

—Chicago Record-Herald.

THE LONG DISTANCE WIRELESS TELEPHONE

Some months ago wireless telephone communication was successfully established between Washington, D. C., and the Panama canal, a distance of a little more than 2,000 miles. The achievement does not stop here. The experts who have been making experiments since, have recently succeeded in transmitting the sound of the human voice by wireless telephone from Arlington, Va., to Mare Island, Cal., a distance of 2,500 miles; and a little later a telephone message was transmitted by wireless between Arlington station and the station at Pearl Harbor, Hawaii, a distance of 4,600 miles.

The experts say that the wireless telephone will not displace the wire telephone, but that it will supplement the work of the latter. A defect that will prevent the general adoption of wireless in place of the wire telephone is the fact that any person with the proper equipment may "listen in" to a wireless telephone conversation.

STUDIES OF NOTED PAINTINGS

Elsie May Smith

THE GOOD SHEPHERD—Plockhorst

Because sheep are confiding, helpless animals, unable to care for themselves, and therefore always in need of a protector to lead them where they should go and keep them from harm, they are typical of people who need protection from the ills and evils of life. The shepherd cares for the sheep, leads them to the best pastures and to the streams of water where they may drink, keeps them from danger, and protects them from wolves and other enemies. The little lambs are more helpless than the sheep and especially need the tender watchfulness of the shepherd. If any of the sheep or lambs are hurt, the shepherd cares for them and nurses them back to health and strength.

In the picture called "The Good Shepherd," by Plockhorst, the shepherd stands in the center with his sheep gathered around him. Notice his handsome face with its regular, finely-shaped features and noble, peaceful expression. There is in it a refined sweetness and purity. Observe his long, flowing hair and the graceful folds of his mantle and robe. Note how tall he is. The dignity and repose in his bearing add to his attractive appearance. On one arm he carries a lamb which has probably been hurt and needs care. Notice how gently the shepherd carries it and with what thoughtful interest he gazes down upon it. In his right hand he holds his long staff and beside him walks one of the sheep. We immediately feel sure that she is the mother of the lamb in the shepherd's arm. Notice carefully the turned head, the uplifted foreleg and the soft richness of her wool. Note that all the sheep press up close to the shepherd. Observe the beauty of the ram on the extreme left of the picture, his well-shaped head and horns. Remember, that rams have horns and ewes have not. Notice the ewe between this ram and the shepherd with her tongue protruding from her mouth. Notice her pointed face and the dreamy look in her eyes. Observe the lights and shadows as they are seen on the wool of the sheep.

Notice the shrubs growing among the rocks in the foreground and the pebbles in the shepherd's pathway. Notice the background of the picture, the trees, the water and the distant horizon. This is a good picture from the standpoint of composition. By composition we mean the art of grouping the figures in a picture. Composition may be good or bad. It is bad when the figures are placed in awkward positions, when there is no connection or relation between them, and when the picture does not make a united whole. The composition is good when all the figures are placed in graceful positions, when there is one chief central figure about which the others are placed so as to emphasize the importance of the central figure, when the different figures are well balanced, and the picture as a whole makes one unified impression upon the observer. With these points in mind, notice the composition of this picture. The shepherd is the central figure both in our thought and in the position given him in the picture. His sheep are grouped around him in such a way that they emphasize the fact that he is the central figure. The shepherd does not stand in the exact center, but a trifle to the right. This keeps the picture from being too set and rigid and adds to its grace and beauty. The sheep are well balanced on either side of the shepherd and the impression which the picture makes as we look at it is that of a unified, artistic whole.

This pure sweet-faced shepherd with his kindly look and noble bearing is intended by the artist to suggest to our minds Christ, the Good Shepherd, who leads his people and protects them from evil.

Questions for Study

Where is the scene of this picture, in-doors or out-doors?

Where is the shepherd placed in reference to his sheep?

What does he hold in his arm? In his right hand?

Why do you think he carries the lamb?

What look do you see in the shepherd's face as he looks down at the lamb?

What kind of a shepherd do you think he is, judging from his face?

Why do you think the sheep at his side walks ahead of the others? Does she seem interested in the lamb in his arms?

Do the other sheep seem to care much for the shepherd? How do they show it?

What points of interest do you see in the ram and ewe at the left? What kind of horns has the ram?

What look do you see in the ewe's face? How does she carry her tongue?

What do you see on the ground in front of the shepherd?

What is the background of the picture? Do you think it is a pleasing background for such a picture as this?

What do we mean by composition in a picture?

Has this picture good composition? Why? Name several particulars which make the composition good.

Is the shepherd in the exact center? Why is he placed a little to one side?

What kind of features has the shepherd? How does he wear his hair?

How is he dressed? Is he tall or short?

Do you think he is gentle, kind and good?

Why is the picture called "The Good Shepherd"?

Whom does this shepherd represent?

Do you like this picture? Why?

Has the artist made us feel that "The Good Shepherd" takes care of his sheep?

Are there sweetness and tenderness in the shepherd's manner?

Do you think he protects the sheep from danger? Does he seem to love them?

Does the picture reveal a beautiful thought to us?

What feelings does it give you?

Is it a picture you would like to look at often?

THE ARTIST

Bernhard Plockhorst, a modern German painter, was born in Brunswick, Germany, in 1825. He began his studies in Brunswick and from there went to Berlin and afterwards to Dresden. In both cities he studied lithography. His natural bent, however, soon led him to painting, and he made his way to Munich. Here he studied in the studio of Piloty for some time and then went to Paris, where for a year he was a pupil of Thomas Couture. In 1854 he commenced his travels, going to Holland and Belgium and afterwards to Italy, where he spent much time in Venice studying the paintings of the Venetians. Upon his return he settled for a while in Leipsic. He was professor at the Weimar Art School from 1866 to 1869, and received a gold medal at Berlin in 1858. He finally fixed his residence in Berlin. His field of work is portrait painting and pictures of religious themes. For his religious subjects he prefers Bible stories to legends.

His first important picture was "Mary and John Returning from the Grave of Jesus," a picture which by its dignity and deep feeling gave promise of a future which was hardly fulfilled, altho "John Comforting Mary After the Death of Jesus," which appeared soon after, was received with great favor. He painted an altar piece for the Cathedral at Marienwerder. Some of his paintings are: "The Exposure of Moses"; "Finding Moses"; "Resurrection"; "Christ's Farewell of His Mother"; "Christ's Walk to Emmaus," owned by Mr. H. L. Dousman of St. Louis; "Christ Appearing to Mary Magdalene," and

(Continued on page 304)



THE GOOD SHEPHERD—PLOCKHORST

ELEMENTARY AGRICULTURE

T. A. Erickson, Superintendent of Junior Extension Work in Agriculture, University of Minnesota

THE HORSE

An excellent way in which to begin a farm topic is by having a conversational lesson during the general period. Suggestions for taking up the study of the horse in this way, follows:

It is very important that we have plenty of good strong horses on our farms, as so much of the work may be done by horse labor. We all like to drive a fine team when we go to town, to church, or to school. I know that you will all agree that boys and girls should know as much as possible about these friends and helpers of ours. We shall devote this month to the study of horses.

You have all enjoyed the work with dairy cattle. A great many of you have begun your booklets on dairy cattle. Many schools have taken up the work of milk-testing and the keeping of dairy records.

The boys are especially interested in horses, so that this month's work will be very interesting to them. Those of you who are taking care of the horses at home should be sure to report on this work. How many horses have you on your own farm? How old are they? Of what breed and type are they? What is the color and name of each? Do you own a colt? If you have a colt, you can tell many interesting things about how you train him. Can you name some machines which are taking the place of horses for certain kinds of work? There are so many interesting points in the study of the horse that I am sure you will learn a great deal from this work.

A Horse Census

It is a good plan to begin the study by asking the largest boys and girls to take a census of the horses in the district and to give a report of the horses on their own farms.

Ask them to report them in age groups: (1) Three years old and over, (2) two years and under three, (3) one year and under two, and (4) colts.

The Breeds of Horses

It may be a good plan for the teacher to give a story of the breeds. The county agricultural agent or high school agriculturist could be asked to present this part to the boys and girls.

After the pupils have learned to classify horses according to breeds, they may be asked to apply this to their own community by placing all horses in the three classes: (a) pure bred or registered, (b) grades, and (c) scrubs.

A great deal of help in the study of breeds may be secured by reading our farm papers. The advertising columns contain many good pictures and suggestions.

Types of Horses

A few simple lessons on the different classes of horses, according to use, will be of special interest in the rural school. Study four classes, (a) draft horses, (b) harness horses, (c) saddle horses, and (d) ponies.

The children should be encouraged to observe horses on the road, and report observations. Boys and girls are easily interested in good horses and this habit of observation will be worth a good deal to them.

Study the characteristics of each class, using pictures and the horses in the community, to learn to know each class.

How to Drive a Horse

Boys and girls should be taught to make friends with their horses, and to drive in the most humane way. Kindness to dumb creatures will mean a great deal for character development, and this should be an important part in the study of our domestic animals.

Ask the children to compare different ways in which drivers treat their horses on the road. The proper use of the whip is a good topic. The proper use of bits, blinders, and check reins will interest the boys.

The education of the horse has much to do with its safety and usefulness. It is barely possible that in many cases what we blame the horse for come from a fault in ourselves.

A colt seldom gets a mean trick unless he is poorly handled. Perhaps there is a tendency to ask too much of the green colt all at once, as it has been suggested that we should hardly be blamed for not understanding what might be said to us in a language that we do not understand.

Feeding Horses

Ask the pupils to observe the feeding of the horses at home. Each of the larger boys has perhaps full



Horse Judging Contest by Boys of the Rush City School at Chicago County Fair

charge of some team. Get them to weigh and record the different feeds given for a certain period. Some are feeding oats, others corn, and still others mixtures of different grains. Different kinds of hay will be used. A great many problems for the arithmetic lesson may be worked out from these records.

For this study of feeding, ask the pupils to make four classes, and compare feeding for each class: (a) work horses, (b) idle horses, (c) brood mares, and (d) colts. This work might include a study of rations.

The lesson on feeding may include a study of the barn, and its conveniences for the care and feeding of the horses. Ask the boys to report on the home barn for horses.

Send to your State Agricultural College and to the United States Department of Agriculture at Washington and get bulletins on the horse, for this work.

Booklets on Horses

Very interesting booklets may be made on the study of the horse. Encourage originality as much as possible and let the booklet include a story of the horses on the pupil's home farm. It may be a good plan to have two parts to these booklets: the first to include a general study of the horse, its history, breeds, types, and other points as suggested in these lessons; and the second part giving the pupil's own experience with horses. This booklet should also include a short study of the harness, saddle, and other equipment for the horse.

Farm papers and supply house catalogs are good sources of pictures for the booklets. Encourage original drawings.

Suggested Topics for December Club Program

1. A report on the horses in the community.
2. Care of the horses on our farm.
3. Selected readings from Black Beauty.

Chapter II.—The Hunt.

Chapter VII.—Ginger.

Chapter IX.—Plain Speaking.

Chapter XIII.—The Devil's Trademark.

Chapter XVI.—The Fair.

Chapter XLVI.—Jakes and the Lady.

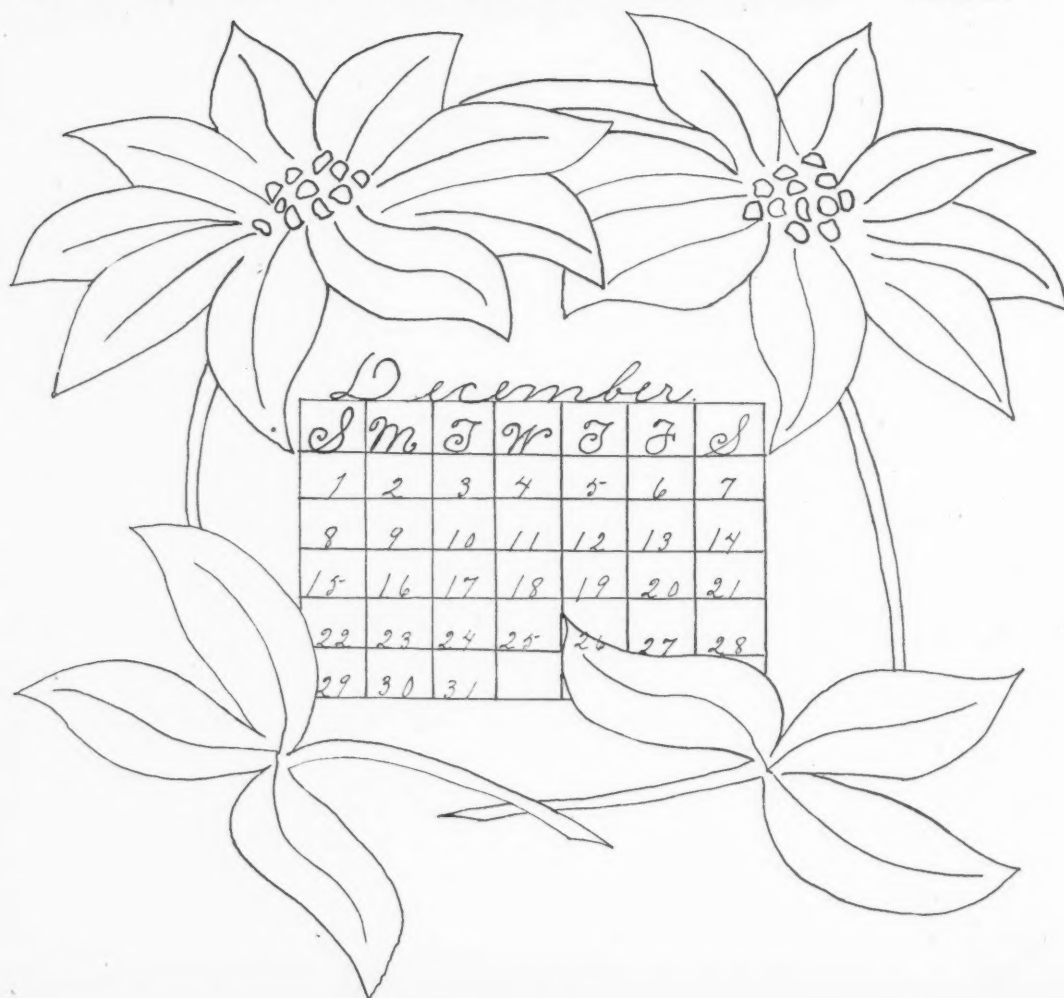
Chapter XXV.—Reuben Smith.

4. The stories of some noted horses.
5. Debate. Resolved, That the medium-sized horse is more profitable than the heavy draft horse on the average farm.
6. How I trained my colt.
7. The breeds of horses.
8. A talk by a member of the board or patron of the district.

Another good plan is for some boy or girl to look thru the school library and report on the books of special interest in the study of the horse. Every library should contain copies of Black Beauty, Lady Lee, and other books of that character.

DECEMBER BLACKBOARD CALENDAR

Louise McCarthy,
Oklahoma



CHRISTMAS STORY FOR LANGUAGE AND DRAWING

Miss E. C. Corbett

A CHRISTMAS TREE'S WISH

Half way up the mountain's snowy side where the drifts lay soft and deep stood two little trees. They were sturdy, happy, little trees. All day long the balsam crooned a lullaby and rocked the deserted nest tucked between her branches. The pine laughed and jingled his ice covered cones.

"Which do you love the most, the summer or winter?" asked the pine, bowing his branches in the direction of the neighboring balsam.

"Oh, I love the spring best when the nest building time is here; and when the flowers swing their censors full of incense. The wild crab then becomes a snowy tent and sprawls her branches, glowing in the sun against the blue of the sky. It is then you hear things grow, and the birds sing, and the whole world laughs."

"But, do you not like the summer time?" interrupted the pine.

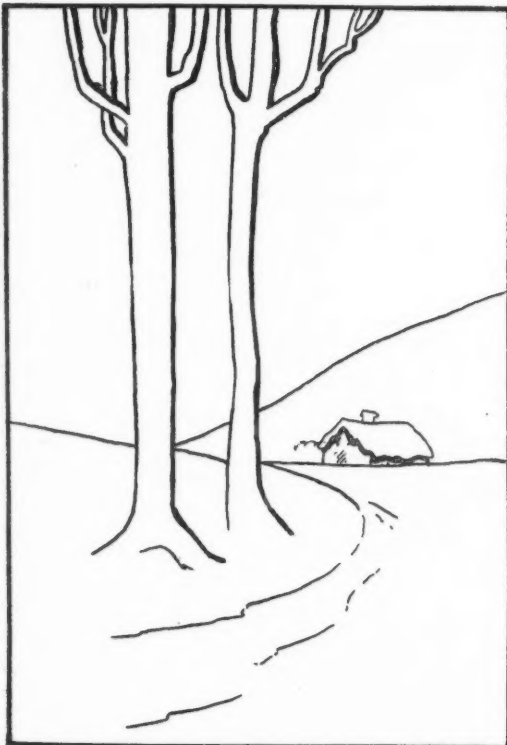
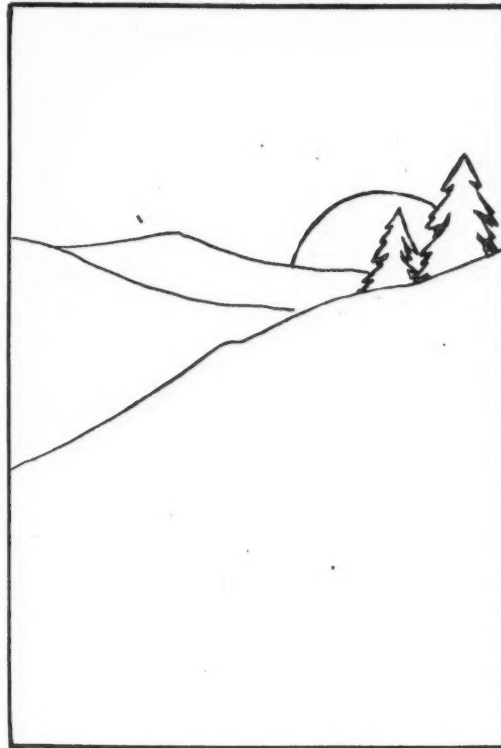
"Yes, I love the warm kiss of the sun and the feel of the summer rain as it combs thru my boughs and slides down to water my thirsty roots. It is fun, too, when the wind plays and whips my limbs about. And I can't forget the autumn when every tree is stripped of its gaudy finery and stands naked and bare. Then I hold my head high, for you and I are the only trees near here that remain green and clothed all winter," replied the balsam.

"I adore the Christmas season," said the pine. "There is no mirth like the Christmas mirth. Into winter's icy heart Christmas injects the gladness of May. Tomorrow will be Christmas day and the voice of man and woman,

Christmas tree and have glad little feet dancing around me."

"Listen," cried the balsam, "here comes our brave little chick-a-dee with some message."

Holding their branches very still, they waited and listened. Up from the little, lonely, mining town at the



youth and maid, schoolboy and little toddling child will leap to a song; icy church bells will ring out their carols and everybody will dance around the Christmas trees. Many years have I dreamed of the time when I can be a

foot of the mountain flew the chick-a-dee singing, "Christmas Cheer, Christmas Cheer."

"How I wish I could add to the Christmas cheer tomorrow," sighed the pine.

The stars came out and sprinkled over the sky. The big shining moon began her long trip across the star-studded sky and sent weird shadows trailing over the glistening snow.

"Did you hear footsteps?" asked the balsam.

Nearer and nearer came the footsteps. Back to the pine came the yearning to be part of Christmas, and he exclaimed, "How I wish it were some one to take me for a Christmas tree."

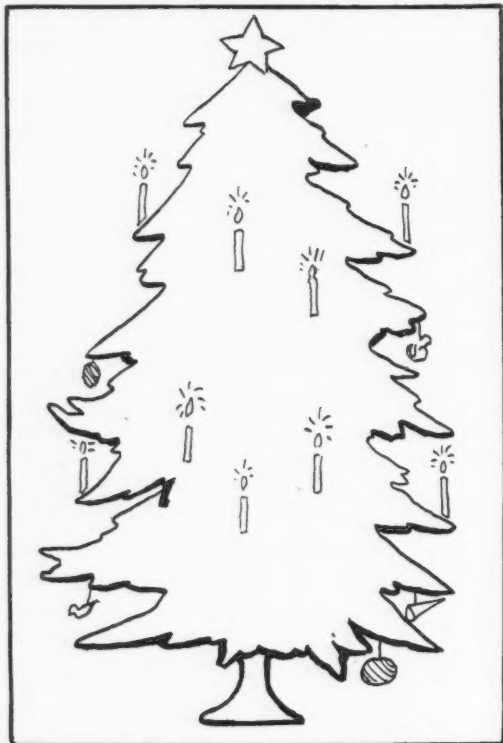
He had only just expressed his wish when he felt the stroke of an axe. He thrilled with joy. Finally he fell over on the snow and was picked up by a big strong man and carried away. The man walked directly to a poor, dilapidated, little cabin. Bare and poverty stricken was the appearance of the only room. Two beds on the floor and a broken old chair or two with a table comprised the furniture. The man stood the pine tree in the center of the room and then turned his attention to the low smoldering fire. He threw on some pine knots and took off his mittens. After warming his hands by the blaze he began to take from his bulging pockets all sorts of beautiful sparkling ornaments. The pine fairly quivered with delight and reached out eagerly with his wide spread branches.

There were tiny bells, balls, stars, dolls, angels with silver wings, toy birds, and squirrels.

"This must be Santa Claus," thought the pine. "But

no, it can't be, for he has no long white beard nor genial smile. This man has a tired and anxious face."

But while the man worked the pine noticed a change come over his face. The wrinkles began to slant in a more cheerful direction and his eyes sparkled as tho reflecting the brightness of the baubles he had hung on



the tree. The little pine tree was very proud of the flashing star that shone from his topmost bough, but he liked best the many candles, for they made him feel most like a real Christmas tree.

Consulting his watch, the man muttered, "Time they were back." Hurriedly he hung by the fire some brand new stockings and filled them with candy and toys, then, striking a match, he lighted each tiny taper on the tree until the tree was all aglow and looked like a great Christmas bouquet. As he stood back and gazed at his work a radiant smile spread over his tired face. Then he drew from his pocket a crisp new \$10 bill and pinned it to a branch and left the room.

"What a strange man?" said the pine. "Not at all like Santa Claus in appearance, but he certainly is in the same business."

The little tree rippled his boughs just enough to hear the little silver bells tinkle and laughed aloud for joy. There never was a prouder, happier Christmas tree.

Soon he heard the door open and into the room came a man carrying a tired little baby who opened his eyes wide when he caught the blaze of light. The man was followed by a woman leading two poorly clad little girls shivering with the cold. How the pine rejoiced when he saw the tired, cold faces break into smiles of wonderment.

"Papa, Santa Claus has been here after all," whispered the dazed little baby, now struggling to get down out of his father's arms.

"Oh, it is too good to be true," cried the little girls, wide-eyed and trembling with excitement.

"Who could it have been?" asked the mother.

"I don't know, but some one has saved our Christmas for us and made a real Christmas for himself," replied the father, with tears in his eyes.

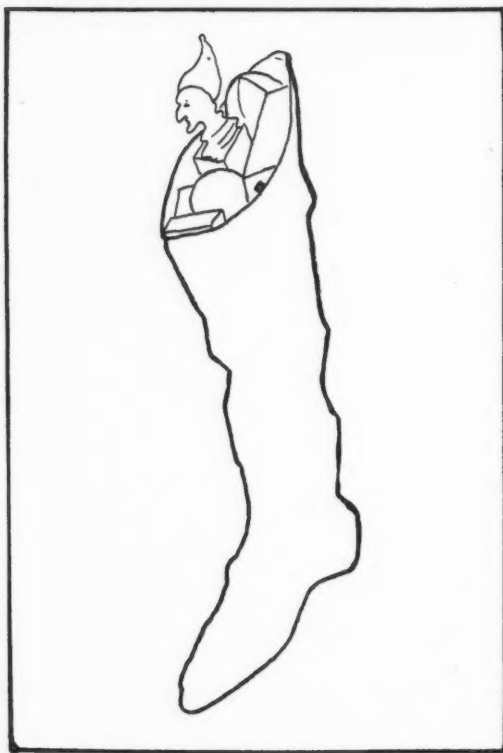
But no one guessed that the Christmas spirit had crept into the hard, cold heart of old Mr. Snell. So the pine

kept the secret and was a very happy tree when the children with laughter and song danced around him merrily. "This is the fulfilling of my wish," he whispered and spread out his branches lovingly to the happy little family.

HOW TO USE THE STORY

The foregoing story is a story that correlates the drawing, language and nature study lessons. A close correlation between these three studies is advisable and possible. Where this correlation exists better results are attained and time saved. These studies are related very closely. All should be concerned with the season and with the interests of the children. Stories that are seasonable extend the child's mind to different things in his environment. Observation is necessary with all these studies and one lesson helps the others. Questions asked in the language lesson assists the child to form more perfect concept for his drawings, and after a child has illustrated a story he is better able to write clear, vital, individual sentences about it. The three studies deal more or less with description and writing in words and is similar to a child's picture writing. When giving the drawing lesson the child should first be allowed to tell the story in his own individual way, choosing the part he wishes to illustrate. Then the story should be illustrated after placing special emphasis on some selected elements; then these elements can be studied carefully for form or color. This clarifies the mental concepts which is the basis of all drawing and is a help in the language and nature study.

Suggestive Questions for Nature Study—Where does



the balsam grow? Where does the pine grow? How do the trees differ from other trees? Describe the chickadee. How does it differ from other birds, etc.

Suggestions for the Drawing Lessons—Tell the story choosing any part you wish to illustrate. Show me on paper the poor, lonely, little cabin among the hills. Draw the Christmas tree. Draw the stockings hung by the fire.

Language—Where did the trees grow? Why did the balsam like the spring? Why did it like the summer? Why did the pine like the winter? What did the pine wish? What made the pine glad? Etc., etc.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

Janet G. Cation and Nina M. Tappe, Illinois

CHRISTMAS PROBLEMS IN SEWING

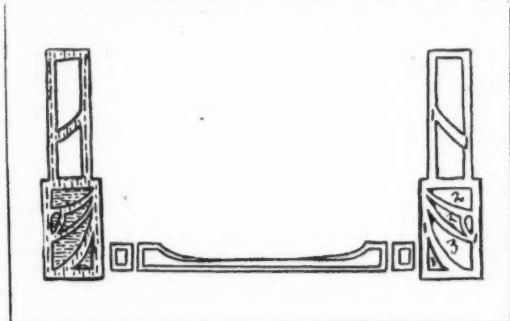
With the coming of the Christmas season, arises the demand in the sewing department for Christmas problems.

There is a wide variety of articles to choose from, but if art needlework is to find a place in the curriculum, this seems to be an appropriate time to introduce it.

Two good reasons for teaching it are:

First—The designs may be made in the drawing de-

worker one-sixteenth of an inch from where it was put down. Always keep the thread on the right. The



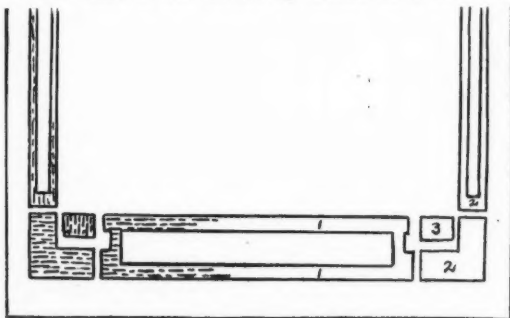
Design for Table-runner

partment, thus furnishing a good problem in correlation.

Second—Since every girl likes fancy work, of which there is so much in the stores, she should be taught to choose that which will be suitable in design, color and material.

The pillows and runners illustrated are simple in both design and execution, and are very effective when finished.

The materials for all the table runners are the same, so they are not enumerated under each description. The amounts of the glossilla silk differ, but it will take about four skeins. It is best for the teacher to buy the silk, and hand it out thread by thread as it is needed,



Design for Table-runner

since it frays. This, too, is the more economical plan, as whole skeins of some colors are not required.

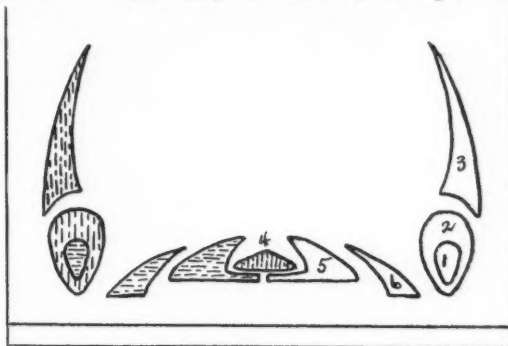
The pillows should be eighteen by twenty-four inches. Burlap is a yard wide, hence two-third of a yard will be sufficient for front and back.

The cost of the table runners will average 50 cents, while the cushions will cost about 20 cents.

DESCRIPTION OF STITCHES USED

Outline Stitch

The outline stitch always follows a traced line. Bring the needle from underneath to the right side. Take a stitch putting the needle down away from the worker one-eighth of an inch, and bringing it up toward the

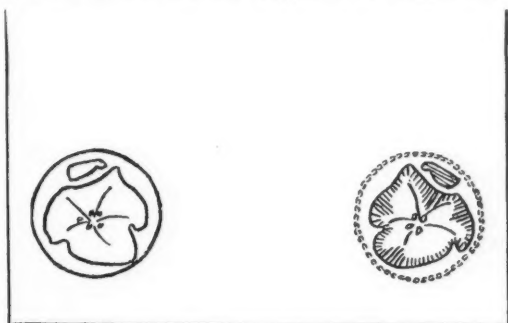


Design for Table-runner

length of the stitch varies according to the coarseness of the material.

Blanket Stitch

This is usually worked along an outside edge. Holding the work straight over the first finger and down with the thumb, fasten the thread inconspicuously very close to the edge. Keeping thread on the left, take a stitch one-fourth of an inch from starting point, inserting the needle one fourth of an inch above the edge. Draw the needle thru the loop, thus forming a line of



Design for Table-runner

thread around the edge. In turning a corner, take three stitches into the same hole.

Couching

The design is made to stand out by carrying yarn around it. The end of the yarn may be slipped thru to the wrong side. With needle threaded with yarn in contrasting color, bring it up from wrong side on the left of the yarn, put it down straight across from where it came up, and bring it up on the left of yarn, one-half inch below the last stitch. Continue all around the design.

Weaving Stitch

The weaving stitch is made by taking stitches of uneven length on the right side, and just catching thru on the wrong.

Putting Designs on Cloth

The designs may be put on to the linen by the use of carbon paper. On the burlap, however, it will be necessary to cut out the parts of the design, pin them in place firmly, and baste around them.

DESCRIPTION OF DESIGNS

I.—Table Runner

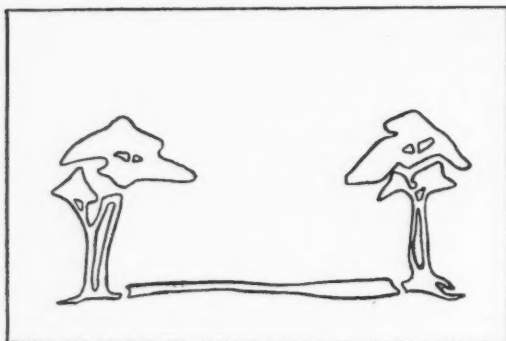
Materials: One and one-quarter yards of crash at 25

cents. Glossilla silk, about four skeins. No. 4 crewel needle.

Method: Outline the whole design with light blue. Fill in with the weaving stitch, using dark blue for the sections marked 1, light green or light brown for sections marked 2, and dark green or dark brown for sections marked 3.

II.—Table Runner

Method: Outline each part of the design in light



5
Design for Cushion-top

green. Fill in with the weaving stitch, using light brown in sections 1, dark brown in 2, orange in 3.

III.—Table Runner

Method: Outline all units in dark brown. Fill in with the weaving stitch, having stitches closer together in the small units. The colors to use are:

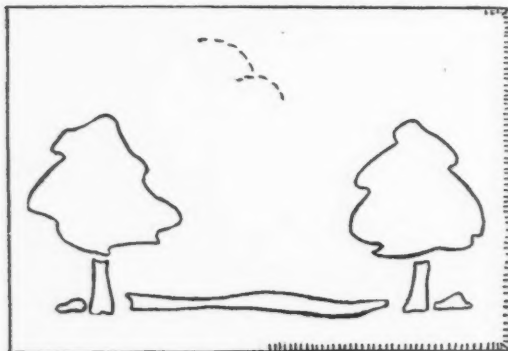
- Section 1—Light blue.
- Section 2—Dark blue.
- Section 3—Light brown.
- Section 4—Orange.
- Section 5—Light green.
- Section 6—Dark green.

IV.—Table Runner

Method: Chain stitch around the outside of the circles in light green. Outline the center of the flower in dark brown, and fill tiny circles with French knots. Make long and short embroidery stitches around the edge of the flower in dark green.

V.—Cushion

Materials: Two-thirds yard dark green burlap, at 18 cents. Fleischer's medium weight yarn in black and red.



6
Design for Cushion-top

Method: Cut the design out of paper, pin it carefully in place, and run a white basting thread around the edge. Let the red yarn follow the basting, couching it down with the black yarn.

VI.—Cushion

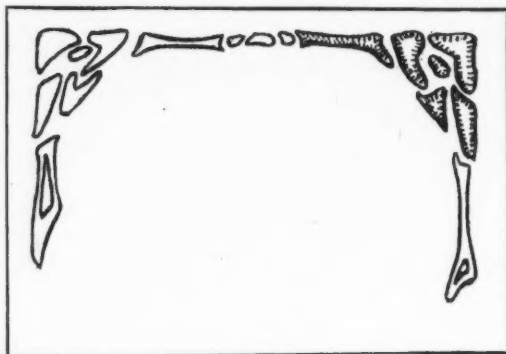
Materials: Two-thirds yard brown burlap. Brown eiderdown yarn. Medium weight red yarn.

Method: Put in the design as in V. Couch the brown

eiderdown yarn with the red yarn. Blanket stitch the edge with red yarn. The two lines at the top may be outlined.

VII.—Cushion

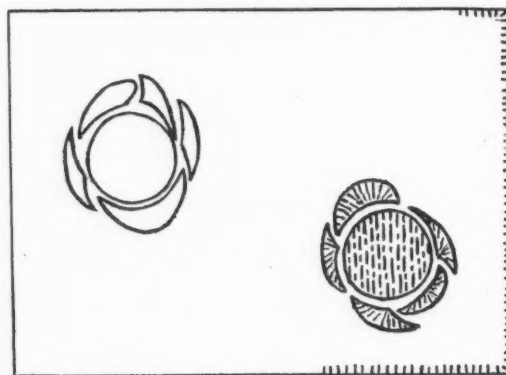
Materials: One and one-third yards eighteen-inch



7
Design for Cushion-top

crash. One-quarter yard green sateen. Dark green glossilla silk.

Method: Cut the design out of the sateen, pin, and baste carefully in place. Fasten it down with the blan-



8
Design for Cushion-top

ket stitch. This work is called applique.

VIII.—Cushion

Materials: Two-thirds yard green burlap. Black and red yarn.

Method: Outline the units in black, fill in with the weaving stitch in red, blanket stitch the edge in red.

THE VALUE OF PLAY IN EDUCATION

"We must work up play in the schools, else we shall be burdened with a generation of mollycoddles. What good is a fund of knowledge if the possessor must stand shivering upon the brink of action without the courage to plunge in? We just can't build up a system of education without play. There is more development in a system of calisthenics than in reading the second reader.

"At Rugby, Harrow and Eton in England, they break every rule of pedagogy, and yet year after year high grade men are turned loose in the nation. Cricket, football and hare-and-hound are credited with the harvest, and not the classroom work.

"In America we have too many games in which a few compete against a few, with the vast majority sitting on the bleachers clapping their hands for exercise. Until yesterday the home was a manufacturing center, but now that the great roaring factories have come it is imperative that co-operative play be substantially projected."—Hon. P. P. Claxton, United States Commissioner of Education.

SCHOOL ENTERTAINMENT

DOROTHY AND THE FAIRIES

Rebecca Strutton

A CHRISTMAS PLAY FOR CHILDREN

Setting—Room or stage arranged as nursery. Preferably white walls with suitable border. Christmas tree stands in center.

Scene

Dorothy (front) seated at small desk, speaks meditatively, in first verse and begins to write, in second:

"From Dorothy to Santa Claus,"

I guess I'll start that way,

I hope he's not too busy,

To read everything I say!

Dear Santa Claus: I hear that you

This year feel poor and so

I'm putting just a little note

Right in my stocking toe.

I'm 'fraid the children 'round here,

Will surely fail to get

Quite all the things they wish for

'Cause you might run in debt.

So just bring me a book and doll,

A pair of skates and sled,

A cunning little muff and fur,

A cap and sweater—red!

A pretty little work-box,

So I can learn to sew,

I'd like a nice new airship

And my top don't seem to go!

(Dorothy pauses a moment.)

I'm 'fraid you'll say I'm selfish,

So leave out the furs and toys,

Bring bags and bags of candy,

For all the girls and boys.

I told the children, you would leave

Their Christmas here with me,

'Cause Daddy went down town today

(Points to tree.)

And brought me home a tree.

I seem so awful sleepy,

(Gradually falls asleep.)

I can't hold up my head

("Sweet and Low" softly on piano.)

Hope I'll dream of Christmas angels

Tonight when I'm in bed.

(Enter fairies and while the leader waves wand keeps Dorothy asleep the others bring in bags of candy, Dorothy awakens, spies candy and as Santa Claus appears she asks if it is from him. Fairies having disappeared.)

Dorothy—

How do you do, dear Santa Claus,

Did you bring all these things?

Santa Claus speaks—

No dear, it was the fairies—

Hear the flutter of their wings?

Dorothy—

I care little for the flutter,

But I'd love to see the face

Of a darling little fairy

Like a flower—full of grace!

(Fairies return and leader of Fairies speaks.)

Leader of Fairies—

We fairies heard your wish, dear,

So we have come to see

If we can be of any use

About the Christmas tree.

(Dorothy excitedly motions children to come forward, pointing to various ones.)

Dorothy—

Come up my little friends,

Santa Claus and fairies too,

Have brought these lovely presents
For you—and you—and you!
(Children come forward and receive gifts.)

RECITATIONS FOR CHRISTMAS PROGRAM

SANTA CLAUS

If it be true, as some do say,
That there's no Santa Claus,
What is this Spirit on the way
That never seems to pause,
When Christmas chimes are sounding clear
Upon the frosty night,
In spreading splendid gifts of cheer
In every mortal's sight?

What is this sense of glow divine
That comes to you and me
When watching all that happy line
Of children round the tree?
Whence comes this mantling atmosphere,
So full of sweet release,
That falls about us once a year
And covers us with peace?

No Santa Claus? Oh, men of doubt,
Whence comes this sorry claim?
Would you so fair a Spirit flout
For reasons of a name?
Dear Santa Claus is everywhere
Where hearts are true and kind,
And where there's love of man, 'tis there
His presence rare we find!

—John Kendrick Bangs, in Harper's Weekly.

FATHER'S PRESENTS

Same old pipe for father,
Same old socks for dad,
Same old Christmas presents
That every year he's had.
Same old carpet slippers,
Same old white shirt, too;
No one thinks of buying
Father something new.

Same old three-ply collars,
Same old things to wear;
Same old phony cuff links—
Fifty cents a pair.
Every Christmas morning
Father wakes to find
The same old bunch of presents;
Aren't his loved ones kind?

—Detroit Free Press.

A CHRISTMAS WISH

I wish you all the worthiness
I've ever wished I might possess;
I wish you, be you girl or boy,
A boundless store of righteous joy.

I wish you strength, I wish you health
And wealth, if you have longed for wealth;
I wish you gladness and good cheer—
Not for today—but for all the year.

I wish you, be you young or old,
A heart that never shall be cold,
And, be you great or be you small,
I wish you charity for all.

I wish you all the happiness
That I have wished I might possess,
But, more than all, that in defeat
Your hopes may live, your dreams be sweet.

—S. E. Kiser.

MOLLY'S PHILOSOPHY

"I'm glad that things are fixed just right,"
Said Molly in her play.

"Before of one thing I am tired
Another's on the way.

"First New Year's day leads all the rest,
Then Valentine's for fun.
Next, skating, sliding on the snow,
And then the winter's done.

"It's just the dearest thing to watch
The growing things in spring,
With maple-sugar first, then flowers,
And every pretty thing.

"I dearly love the summer-time,
To play the whole day through,
And never have to stop and warm.
Put on my rubbers, too.

"I'm sure I'm every bit as glad
When school-time's really here
As I was on the day it closed.
I love the whole long year.

"For always there are happy times
All coming right away.
Thanksgiving, Easter and the Fourth,
Or dear old Christmas day."

—The Youth's Companion.

PLAYING SANTA CLAUS

Once Peter and Patty and Polly
Went out for a ride on the trolley.
A quarter and dime
Each had at the time
To spend on some sweet Christmas folly.

Polly and Patty said "candy,"
While Peter, a bit of a dandy,
Decided to buy
A dainty necktie
To make himself look spick and spandy.

And, then—on the corner stood Molly,
Thin, ragged, and quite melancholy
And sobbing aloud
In the hurrying crowd,
For she'd fallen and broken her dolly.

Such a poor little midget they thought her,
That right up between them they caught her;
To a toy shop they went,
Every penny they spent,
And a lovely new dolly they bought her.

What a Christmas thing! and so jolly,
That Peter and Patty and Polly,
All out for good times
With their quarters and dimes,
Should have chosen to spend them on Molly!

—St. Nicholas.

AN IMPATIENT WAITER

Three hundred days and sixty-five,
And every leap-year one day more.
And just one Christmas!—sakes alive!
They might at least have put in four!

I don't know who the people were
That fixed things so, but I'll be bound
That when they made the calendar
There wasn't any boy around.

Oh, yes, when Christmas comes, I know
They give you skates and sleds and such;
They're nice, but when the ice and snow
Are gone, they don't amount to much.

A football suit is what I need.
A football, too, but now; today!
And "Christmas coming"? Yes, indeed;
But oh, it's weeks and weeks away!

—Youth's Companion.

THE LITTLE TREE

When Miss October came around
To dye the dresses of the trees
The usual autumn tints, she found

The whole of Woodville hard to please.
The maple wept, "I don't like these—
I'll have a purple frock, I think."
The oak would black and white put on;
And beech and poplar smiled to don
A brilliant hue of salmon pink.

Only the little cedar stood
Content, nor lifted up her voice
While fumed and fidgetted the wood.
In all her life she'd had no choice
Of tint and shade; no season gave
A gaudy robe for her to wear;
Yet, uncomplaining, true and brave,
Year in, year out, she might be seen,
A slender figure standing there
Clad in a quiet suit of green.

Waiting to let their fretting pass
Awhile October lingered nigh;
And then, alas for dreams! alas
For hope of gorgeous finery!
One night she put her patience by;
More quickly than it takes to tell,
Sharp, unexpected, biting down,
The frost of her displeasure fell.
And bright mid-Autumn wondered, sad,
To find her pretty favorites clad
In livery of sober brown.

Only the cedar stayed the same,
Sturdy, green-robed; and on a day
A wonderful procession came
And bore her laughingly away
And lo! she saw herself made gay
With sparkling chains and shining rings
With silver bells and balls of gold,
And lights and sweets and beauteous things.
And in her hands dear dolls to hold,
And drums and trumpets at her side,
And loving gifts upon her breast;
And, circling close, of all the best,
Glad children with their arms held wide.

—St. Nicholas.

THE JUDGMENT OF TIME

(For Six Children.)

(The first and last verses in concert.)

1.

With his long white beard, and his bald old pate,
With hour-glass and scythe, in his robes of state,
Old Father Time in his grandeur sate
All alone,

On a rock-crystal throne,
And bent his kindly searching gaze
On the passing procession of holidays.
For he could not budge
Until he should judge

Of the many holidays, great and small,
Which was the noblest and best of all.

2.

New Year's Day was first to appear,
With good resolutions and merry cheer,
And he wished Father Time a Happy New Year.

3.

Then Valentine's Day came tripping along,
With garlands of flowers and a tender song
Of loves and doves
And hearts and darts.
She cajoled old Time with her prettiest arts.

4.

Washington's Birthday came marching by.
Time looked at him with approving eye,
And listen then
As he told again
Who was first in the hearts of his countrymen.

5.

And next the First of April came,
A jolly good fellow, well known to fame.

A Mother Song.

MARION MITCHELL.

CHURCHILL-GRIEDEL,
Authors and Publishers of Children's Songs.

1. There's a song in my heart, it's the sweet-est I know, For my own moth-er sang it to me; It
2. And God gave to moth-ers this sto-ry to tell, Of the first Christmas long years a-go: They

tells me a sto-ry of long, long a-go, A sto-ry of far o'er the sea. . . .
seem to know best how to tell it be-cause Their love brings them near Him, you know. . .

CHORUS.

Christ-mas bells were ring-ing, The star shone in the sky, And Ma-ry fair was

sing-ing Our Sav-ior's lul-la-by; She sang the song of moth-er love, All

through the night so long: That's why the song of Christ-mas time Is al-ways moth-er's song.

rit.

He giggled and grinned like a mischievous elf,
And made Father Time laugh in spite of himself.

6.

Next there appeared a beautiful day,
The fair and queenly First of May.
Like a lovely child
She beamed and smiled,
And old Time's heart was quite beguiled.

7.

Memorial Day came with tolling knells,
With wreaths of laurel and immortelles,
And Father Time bowed his hoary head
In memory of the soldier dead.

8.

Next moment Fourth of July had come,
With a tooting fife and a banging drum;
With the Star-Spangled Banner waving gay,
To celebrate Independence Day.

9.

Then with cordial smiles Thanksgiving Day came.
She was a jolly, portly dame;
She held on high
A pumpkin pie,
And a turkey worthy of the name.

10.

Father Christmas last in the line appeared,
With a long fur coat and a long white beard.
He carried a tree full of glittering toys
To delight the eyes of girls and boys.
And he cheerily sang to Father Time
A Christmas carol in quaint old rime.

11.

(In concert.)

Father Time sat thinking after they'd passed,
And with grave decision he spoke at last:
"They are all good days,—and worthy, too,—

Indeed, I scarcely know what to do.
Fourth of July and Thanksgiving Day,
The First of April and First of May
Are all enjoyable in their way.
But if I must choose the day that's best,
Gladder and dearer than all the rest,
My task is very quickly done,
For Merry Christmas the prize has won!"
Then the other days set up a rousing cheer
For Christmas Day, the best of the day!

—The Youth's Companion.

A RESOLUTION

(A boy and a girl in concert.)
Here's a New Year's resolution
Any one can make and keep;
It will help one's constitution
And enable one to sleep.

"I will try to keep from fretting
When I cannot see the sun;
I will try to keep from getting
Into quarrels I may 'shun.

"I will try to keep from grieving
Over troubles that are past;
I will try to keep believing
Things will all come right at last.

"I will try to keep from sighing
When I ought to smile, instead;
I will try to keep on trying
To deserve to get ahead."

S. E. Kiser.

DECEMBER

The north winds howl with dismal wail,
And earth and sky seem cold and drear;
The loud storm swells the grand refrain—
The anthem of the dying year.

—Clark Jillson.

GAMES FOR SCHOOLROOM AND PLAYGROUND

(For Intermediate Grades)

Corner Spry

The players are divided into four groups, which are stationed in four corners of the room. Four captains stand in the center, each with a bean bag, facing his corner of players, who stand in a row. Each captain throws his bean bag to the head player in his row. The bag is thrown back to the captain, who tosses it to the next one, and so on until all the players have tossed. Then the captain calls "Corner spry" and runs to the head of the row, and the last player becomes captain. The group that first has all its players in the captain's place wins.

Bag Pile

The players are divided into two or more equal parties, which line up in ranks. Near the front end of each rank is a pile of 10 to 15 bean bags, which are to be passed down the line. At a signal the first player in each rank takes a bag and passes it down the line, sending the others in succession after it as rapidly as possible. The last player in the line upon receiving the bean bag lays it on the floor in front of him, and as each bag reaches him he piles it on the preceding one, thus making a stack. Only the first one may touch the floor. The stack must be able to stand without assistance and the player who stacks the bags must have no help in his task. Should the bags fall over at any time the player must pick them up and pile them over again. The line scores 1 which first succeeds in getting all its bags stacked. The last player, the one who stacked the bags, then carries them up to the front of the line and becomes the first passer for the next round of the game. The line wins which first scores 5 or 10, as has been decided beforehand.

Slap Jack

All the players but one stand in a circle with the odd one in the center. Those in the circle bend their elbows, which should touch their sides, and extend their hands in front with the palms downward. The object of the one in the center is to slap the hands of any player in the circle while thus extended. The circle players may bend the hands downward or sideways, but may not withdraw the arms or change the position of the elbows. Anyone slapped in this way changes places with the one in the center. In the schoolroom this is played in groups with the players seated, instead of in a circle. Two rows face each other to form a group. The one who is "it" walks up and down the aisle.

STUDIES OF NOTED PAINTINGS

(Continued from page 293)

"Guardian Angel, Gift from Heaven," which was shown in the Berlin Jubilee Exhibition of 1886.

Plockhorst's art is graceful and amiable, rather than great. A picture representing the conflict between good and evil under the symbolism of "The Fight Between the Archangel Michael and Satan," as it called, did not portray the theme well. In it Plockhorst seemed to exceed his powers and was not able to treat adequately the tragic import of the subject. His portraits are considered his best works. He painted portraits of the Emperor William and the Empress Augusta. These were shown in the National Gallery at Berlin in 1876, where they still remain. Two of his religious subjects are in the Leipsic Museum.

CURRENT EVENTS

THE NOVEMBER ELECTIONS

On November 2 elections were held in ten states. Massachusetts, Pennsylvania, New Jersey and New York voted on the proposition of woman suffrage. The question was defeated in New Jersey by a majority of 50,000, in New York by about 180,000, in Massachusetts by about 130,000 and in Pennsylvania by about 50,000. The vote is not discouraging, however, to the women suffragists, for it showed that in the four states there are nearly a million male voters who are in favor of woman suffrage.

In the state of New York the new constitution which had been framed by a constitutional convention to give the state a greatly improved form of government, was overwhelmingly defeated by about 400,000 majority. In Massachusetts the democrats were defeated and the republican party returned to power by the election of the republican candidate, Mr. McCall, to the governorship. Kentucky, Maryland and Mississippi elected democratic governors. The chief interest in Ohio's election lay in the submission to the voters of a state-wide prohibition amendment to the constitution. The amendment was defeated by about 25,000 majority. This was a gain for the prohibitionists, as last year the same proposition was defeated by 83,000 majority. In Virginia the voters succeeded in electing a legislature pledged to the enactment of legislation in support of the constitutional prohibition amendment which goes into effect November 1, 1916.

PROGRESS OF THE EUROPEAN WAR

Figures published a few weeks ago show that the thirty days from September 25 to October 25, 1915, was the bloodiest month in the history of the world. There was the fiercest kind of fighting thruout most of the thirty days on every part of the battle line east, west, and south of the central powers of Germany and Austria. It is estimated that during this thirty-day period a full million men were killed or wounded.

The British Premier in a statement made before the British House of Commons early in November made it clear that his administration and the nation at large were as determined to-day as ever to prosecute the war to its end. With this attitude of the British government may be joined the attitude of France as expressed in General Joffre's recent utterance, "Peace today would be a crime against posterity."

In answer to criticism regarding the British campaign in the Dardanelles, Premier Asquith has made reply by emphasizing the fact that the Dardanelles campaign had checked the efforts of the Turks in the direction of the Suez Canal and had kept 200,000 Turks engaged. It is reported that the opinion is gaining ground that Great Britain will soon abandon the Dardanelles campaign and remove its forces there engaged to the Balkans and make an effort to prevent the Austro-German forces from reaching Constantinople.

During the past month the Austro-German army has been invading Serbia from the north and the Bulgarian army from the east and south. After capturing the Serbian capital, Belgrade, the Austro-German forces, slowly step by step, have fought their way southward, capturing several important strongholds, and, tho suffering heavy losses, have driven the Serbian army southward. The Bulgarian forces have made steady progress and have driven the southern wing of the Serbian army westward, capturing the two important railroad junction cities of Nish and Uskub. The most important Serbian arsenal has also been captured by the enemy. When the Bulgarian army took possession of the city of Nish and raised the Bulgarian flag, the Bulgarian general telegraphed the Bulgarian Premier that "The Bulgarian flag has been hoisted to remain forever." The Premier replied with the message, "The capture of Nish where the national flag will wave forever has afforded great joy to me and my colleagues." About two-thirds of Serbia is now within control of the combined Austro-

German and Bulgarian armies. This gives Germany and Austria two important routes thru to Constantinople, one by the Danube River and the other by rail thru Belgrade and Nish.

It is reported that the allies have landed 300,000 men at Saloniki, the Grecian port on the Aegean Sea, for the purpose of helping Serbia and of preventing the complete annihilation of the army. Russia sought permission to march troops thru Roumania to aid Serbia, but the Roumanian government would not give permission.

There is little change in conditions along the battle line in Flanders and France. There has been a good deal of fighting up and down the line, but nothing important has been gained during the past month on either side.

On the Russian side the Czar's army has been holding its own and seems to have brought to a complete standstill the progress of the invading German army. The fighting has been severe in the vicinity of Riga, Russia.

SHORTAGE IN THE COTTON CROP

It is estimated by the U. S. Department of Agriculture that this year's cotton crop will amount to about 10,950,000 500-pound bales, the smallest production since 1909. The shortage is said to be due to the excessive rainfall and excessive drought in some sections of the cotton belt and to boll weevil and poor fertilizer in others. This subnormal production, coupled with the bad conditions in the world's cotton markets as a result of the war, makes the marketing of this year's crop a difficult problem for the cotton grower.

OUR NATIONAL DEFENSE

One influence of the European war has been to arouse American statesmen and people to a realization of the weakness of the national defense. The state of our country's preparedness in case of war is now a paramount subject of discussion. It will be one of the big questions before the coming session of Congress. President Wilson will give large space to the matter in his annual message. He has already indicated that he will undertake to put thru Congress a program for better and greater national defense. A five-year naval program is to be proposed which will ultimately add to the navy nearly a score of battle cruisers and dreadnaughts, about 100 submarines, and a proportionate number of other vessels. The purpose is to spend about \$500,000,000 on the navy within the next five years. It is said that the dreadnaughts to be built will cost \$18,000,000 each, and that they will be bigger, swifter, and more heavily armed than any others built or building. The plan includes the construction of new coast defenses and the modernization of old forts within four years at an expense of more than \$80,000,000. For reserve material for the army—arms and ammunition—within four years, the plan contemplates an expenditure of more than \$100,000,000. The plan also includes the strengthening of the army. The present authorized strength of the standing army is 100,000 men. Secretary of War Garrison has recommended to President Wilson plans for an army having a minimum strength several times as great as at present and also a large reserve. His plan calls for three classes of military training: in the regular army, in the "continental army," and in the militia. The continental army is to be made up of regularly enlisted men officered by regular army officers, but in which the three-year enlistments are to be called for actual service during only a few months of each year. By this plan it is expected to have a large reserve force of perhaps 2,000,000 men who have had at least a few months of military training.

Mr. Ford, manufacturer of automobiles, set aside a fund of \$10,000,000 some time ago to be used for an educational campaign against war and militaristic activities.

The Catholic School Journal

FOR THE PUPILS' NOTE BOOK

These pictures of The Good Shepherd, by Plockhorst, are to be cut apart and one given to each pupil, for pasting in his exercise or notebook relating to the study of the subject.



Continued from page 288

The following by Maurice Francis Egan: Amelie in France; Belinda, a Story of New York; Belinda's Cousins; St. Martin's Summer; The Watson Girls; The Watsons of the Country.

The following by Mary T. Waggaman: Lisbeth, the Story of a First Communion; The Ups and Downs of Marjorie; Little Missy; Nan Nobody.

The following by Cecilia M. Caddel: Blind Agnese; The Miner's Daughter.

The following by Isabel J. Roberts: The Little Girl from Back East; Polly Day's Island.

The following by Anna T. Sadlier: Mary Tracy's Fortune; Pauline Archer.

Sophie's Troubles, by the Countess Segur.

The Little Lady of the Hall, by Nora Ryeman.

Miralda, by Mary Johnston.

Angel Visits, by C. M. Brame.

Three Girls, and Especially One, by Marion Ames Taggart.

An Every-day Girl, by Mary C. Crowley.

The Madcap Set at St. Anne's, by Marion J. Brunowe.

Fred's Little Daughter, by Sara Trainer Smith.

Dimpling's Success, by Clara Mulholland.

The Haldeman Children, by Mary E. Mannix.

Angel Dreams, by a Sister of Mercy.

Coaina, the Rose of the Algonquins, by Anna H. Dorsey."

The Christ-Child Society.

Of interest to children will be the history of the Christ Child Society at this the Christmas season.

The Original society was started in Washington, D. C., by Miss Mary V. Merrick, daughter of the late Richard T. Merrick, a distinguished lawyer of Washington, who was at one time a resident of Chicago. When Miss Merrick was still a young girl, following out the beautiful French and German custom of clothing a child of poverty on Christmas Day, she prepared an infant's outfit and distributed gifts to the children of two poor homes. She interested others in the work and soon a little society was formed, each member agreeing to make six garments for the infants then being cared for, and, besides, to make at least one child happy at Christmas. In 1900 the Society took more definite form; other work, such as sewing schools, children's libraries, Sunday-school classes, etc., were added to the work of relief of destitute children. The Society grew from year to year and was finally incorporated in 1903, with a membership of about six hundred, including many titled ladies from all parts of the world, whose husbands or fathers were members of the diplomatic corps at the National Capital.

The work has gradually been extended in Washington to include all forms of social service. Settlement houses have been established; outings are given to poor children during the summer; homeless children are placed; hospitals are visited; Life of Christ classes are held, etc. In other words, the Society now reaches a helpful hand in the remedying of every need of child life. Branch societies have been established in many cities, each choosing its special form of charitable endeavor in behalf of children.

In Chicago, The Christ Child Society received the hearty endorsement and support of the Most Reverend James Edward Quigly. A love for little children was in him a predominant characteristic; his care for the comfort and welfare of the orphan and dependent child was his greatest solicitude. No better evidence of this is needed than a glance at the noble structures erected by him at Desplaines, known as Saint Mary's Training School, in which are gathered over 1,000 children of tender years, living in the greatest comfort, with educational and useful training unsurpassed. This was his family and his particular personal care.

The Laetare Medal, conferred annually by the University of Notre Dame for more than a quarter of a century upon some lay person who has rendered distinguished service to art, science, letters, religion, civilization or humanity, was this year conferred upon the founder of the Christ-Child Society, Miss Mary V. Merrick, at her residence in Washington, D. C., on Sunday, April 18, 1915, in the presence of a distinguished company, among which was Chief Justice White, the Laetare Medalist of 1914.

Dr. John W. Cavanaugh, President of the University, made the presentation.

Announcement

The Board of Education of Los Angeles, California

has officially adopted the

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It is interesting to note that the adoption of the **Isaac Pitman Shorthand** for these schools was only arrived at after a most exhaustive examination by a special committee appointed by Dr. J. H. Francis, City Superintendent of Schools, of the different systems and textbooks now on the market, including not only the Pitman methods, but light-line and connective vowel systems as well.

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The Publishers will be pleased to forward sample copies for examination with a view to introduction.

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CATHOLIC ALUMNAE PERFECT ORGANIZATION.

The International Federation of Catholic Alumnae completed its organization at the Hotel Sherman, Chicago. The passage of by-laws and the ratification of officers elected at the initial meeting last year formed the principal business.

The purpose of the organization is to bring into one body all alumnae of the 500 societies from 25,000 Catholic schools in America.

The Rev. Thomas F. Burke, C. S. P., of Chicago, reviewed these purposes in an address. Committee reports showed more than 1,000 delegates present. Miss Clare I. Cogan of New York, president and founder, introduced Mrs. Charles E. Byrne of Chicago, who spoke.

Saturday night the officers chosen at the initial meeting last year were ratified with one change that of abolishing the office of Financial Secretary held by Miss Irene Cullen and making her third vice-president.

The complete list of officers are as follows:

Honorary president—Cardinal James Gibbons.

Director—The Right Rev. Thomas J. Shahan, president of the Catholic University, Washington, D. C.

President—Miss Clare E. Cogan.

Vice-presidents—Mrs. Hugh T. Kelly and Mrs. Frank Hahne and Miss Irene Cullen.

Recording secretary—Mrs. John McEniry.

Corresponding secretary—Miss Hester E. Sullivan.

Treasurer—Mrs. William Muldoon.

The list of five trustees elected was: Miss Hart, Toronto, Can.; Mrs. Edward Gibbon Paine, Milwaukee; representing St. Mary's College, Prairie du Chien, Wis.; Mrs. P. S. Phillips, Dubuque, Ia.; representing Visitation Order. Miss Cecile Lorenzo, New Rochelle, N. Y.; representing Ursuline Alumnae; Mrs. D. J. Gallery, Chicago, Ill.; representing Sacred Heart Alumnae Lake Forest, Ill.

The program included addresses by the Very Rev. Edward Pace, L.L. D., Ph. D., Catholic University, Washington; the Rev. Francis X. McCabe, C. M., president of De Paul University, Chicago; the Rev. Thomas Burke, C. S. P., Chicago; the Rev. Richard Tierney, S. J., New York; the Rev. William O'Brien, vice-president of the Catholic Church Extension Society, Chicago; the Rev. John L. Belford, Brooklyn; the Rev. Frederick Siedenbergh, S. J., Loyola University, Chicago; Judge Marcus Kavanagh and Judge Hugo Pam of Chicago. The next convention will meet at Baltimore, Md., the date to be announced later.

The executive board consisting of the five trustees, the officers and Mrs. Jas. Sheeran, chairman of permanent organization, went into session and considered ways and means to put through the resolutions passed. The activities for carrying on the program mapped out, were divided as follows: First Vice-president—Education, Second Vice-president—Literary, Third Vice-president—Social Service.

Rt. Rev. Mgr. George W. Mundelein Appointed Archbishop of Chicago.

The long-awaited appointment to fill the vacancy caused by the death of Archbishop James Edward Quigley, is announced. Auxiliary Bishop of Brooklyn, Rt. Rev. George William Mundelein, is appointed. While little is known of Bishop Mundelein in Chicago his record and achievements in the East fully warranted his appointment for so large and important a post.

The Rt. Rev. Mgr. George W. Mundelein, S. T. D., is 43 years old. He was born in Brooklyn in 1872 and comes of an old American family, his maternal grandfather having fallen as a union soldier in the civil war.

Bishop Mundelein finished his preliminary education in Manhattan College, New York, in 1889. He began his theological course at the Propaganda Eide in Rome the following year, and was ordained in 1895. He returned to his native city and immediately was appointed assistant secretary to Bishop Charles E. McDonnell, a post he held until appointed as chancellor of the diocese of Long Island.

Pope Pius in 1906 designated him as domestic prelate, bringing to him the titles of right reverend and monsignor. In 1907 he was selected as a member of the Ancient Academy of Arcadi, being the only man in the United States who ever enjoyed that honor.

In 1909 the honorary title of Bishop of Loryma was conferred upon Bishop Mundelein and in the same year he was made Auxiliary Bishop of Brooklyn, to officiate with Bishop McDonnell.



HUMOR OF THE SCHOOL.

Embarrassed Professor.

A young and bashful professor was frequently embarrassed by jokes his girl pupils would play on him. These jokes were so frequent that he decided to punish the next perpetrators and the result of this decision was that two girls were detained an hour after school, and made to work some difficult problems, as punishment.

It was the custom to answer the roll-call with quotations, so the following morning, when Miss A's name was called, she arose, and, looking straight in the professor's eye, repeated: "With all thy faults, I love thee still," while Miss B's quotation was: "The hours I spend with thee, dear heart, are as a string of pearls to me."

Noncommittal.

A Sunday school teacher, after conducting a lesson on the story of "Jacob's Ladder," concluded by saying: "Now, is there any little boy or girl who would like to ask a question about the lesson?"

Little Susie looked puzzled for a moment and then raised her hand.

"A question, Susie," asked the teacher.

"I would like to know," said Susie, "if the angels have wings, why did they have to climb up the ladder?"

The teacher thought for some moments and then, looking about the class, asked:

"Is there any little boy who would like to answer Susie's question."—Argonaut.

The Right One.

A bright girl in a large school applied to her teacher for leave to be absent half a day, on a plea that her mother had received a telegram which stated that company was on the way.

"It's my father's half-sister and her three boys," said the pupil anxiously, "and mother doesn't see how she can do without me, because those boys always act so dreadfully."

The teacher referred to her printed list of reasons which justified absence, and asked if her case came under any of them.

"I think it might come under this head, Miss Rules," said the girl, pointing as she spoke to the words "Domestic Affliction."

Sounded All Right.

A Kansas school-teacher was drilling her composition class on the relative value of words and phrases. The phrase "horse sense" was discussed, and she told one of the boys to write a sentence containing that phrase. The boy labored for ten minutes and produced this: "My father didn't lock the barn door, and he ain't seen the horse sense."

Tell Tale Method.

A Sunday school teacher, asking one of her small pupils his reason for not being at Sunday school the previous Sunday, his reply was: "I didn't know it was Sunday, cause we didn't get the funny paper."

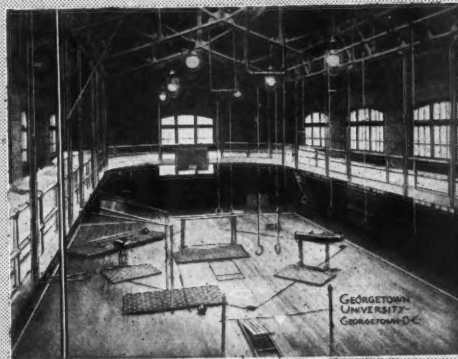
Authentic.

"Give three reasons for saying the earth is round, confronted Sandy in an examination paper.

"My teacher says it's round, the book says it's round, and a man told me it was round."—Christian Register.

MORE WORLD'S RECORDS BROKEN IN TYPEWRITING.

At the International Typewriting Contest held at the Annual Business Show, New York City, last month, Miss Hortense S. Stollnitz, a student of Brooklyn, N. Y., broke all previous records in the Novice Class by sixteen words per minute, making a record of 114 words per minute net, for fifteen minutes' writing from copy. The second on the list, Mr. William D. Miller, made a record of 108 words per minute net, and the third, Mr. George Zehl, made a record of 107 words per minute net. All three of these writers learned touch typewriting from Charles E. Smith's "Practical Course in Touch Typewriting," published by Isaac Pitman and Sons, New York. As such records for one-year students were never dreamed of a few years ago, the results are a noteworthy triumph for the superiority of the Balanced Hand Method of Touch Typewriting as exemplified in Mr. Smith's book.



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Fire in Orphanage.

Sylvan Heights orphanage, the largest institution of its kind in the diocese of Harrisburg, was destroyed by fire recently, but the 103 children who were attending Mass in the chapel when the flames were discovered were marched to safety. The building occupied a height overlooking the city and the fire was one of the most spectacular in years, the flames shooting high in the air.

Defects in wiring are supposed to have caused the fire.

The orphanage was built prior to the Civil War as a residence. It was converted into an orphanage by Bishop Shanahan in 1901.

Health Good.

At the last business meeting of the Brooklyn Catholic Orphan Asylum Society, Dr. John Sullivan, the attending physician of the Asylum, reported that the health of the boy inmates is at the present time, as good as, if not better, than it has been at any time during his forty-six years' connection with the Home as attending physician. Although there are 1,160 boys in the Home, so complete are the safeguards against disease that during the past year not one death was re-

corded amongst the children, who are in charge of the Sisters of St. Joseph.

A Jubilee Scholarship.

The alumnae of St. Mary's-of-the-Woods, Indiana, propose to raise \$10,000 in commemoration of the academy's recent diamond jubilee, to be presented to the academy for a scholarship.

At the beginning of this year, our six leading Catholic universities stood as follows: Fordham, 1,626 students, 154 professors; Catholic University, 1,037 students, 85 professors; St. Louis University, 1,471 students, 252 professors; Georgetown University, 1,626 students, 196 professors; Notre Dame University, 1,150 students, 90 professors; Creighton University, 1,232 students, 150 professors.

Ordained in 1841, he began by teaching catechism to boys, and a few weeks sufficed to draw hundreds of children around him. He established in Italy and afterwards abroad festive oratories, day and evening schools, homes for poor children, schools of arts and trades, churches for the people, establishments for emigrants and missions for the conversion of the heathens.

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Frankly, I am closing this letter with a desirable present so you will read it through to the end. Let me mail your Flag immediately for early Christmas decorating. I also wish you to have the Flag before your pupils sell the buttons so they will know what they are working for. If not fully satisfactory, return at my expense and you need not even state reason why. I am enthusiastic enough about my Flag to make this offer because it was selected from samples of many Manufacturers as the best Flag made. 8 feet long, all wool, every seam reinforced—will last years and years. With the Flag I will send 35 handsome Flag Buttons and 35 FREE ANNOUNCEMENT CARDS TO PARENTS. These cards explain that a beautiful Flag has come to make its home in your School, if the Parents will purchase one of the accompanying buttons to help defray expense. No parents will refuse, in the Holiday Season. Your School Entertainment would be a good time to dispose of a large number of Flag Buttons. Apply for as many Flags as you wish as only 35 buttons are required to secure each. Why not send for a hundred or more extra Free Flag buttons, the proceeds to be sent me for Library Books at lowest prices. Any unsold buttons may be returned. Your present is my Deposit Pencil Sharpener which I suggest offering to pupil disposing of largest number of buttons. Whether you send for the Flag or not, this will be sent. Write me a post card today and I will do the rest. Very respectfully yours,

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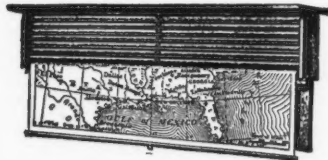
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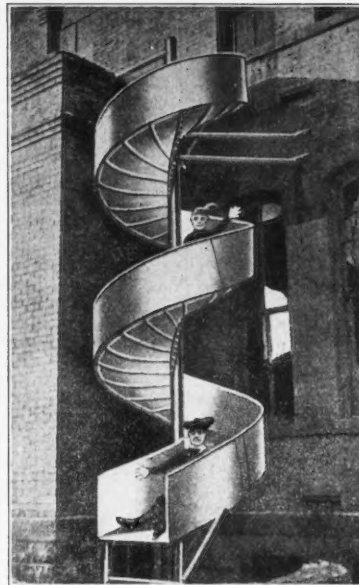
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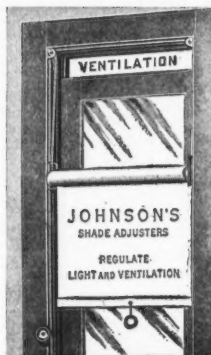
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Christmas Night.

At last Thou art come, little Saviour!
And Thine angels fill midnight with song;
Thou art come to us, gentle Creator!
Whom Thy creatures have sighed for so long.
Thou art come to Thy beautiful Mother;
She hath looked on thy marvelous face;
Thou art come to us, Maker of Mary!
And she was Thy channel of grace.
Thou hast brought with Thee plentiful pardon,
And our souls overflow with delight;
Our hearts are half broken, dear Jesus!
With the joy of this wonderful night.
We have waited so long for Thee, Saviour!
Art Thou come to us, dearest! at last?
Oh bless Thee, dear Joy of Thy Mother!
This is worth all the wearisome past
Thou art come, Thou art come, Child of Mary!
Yet we hardly believe Thou art come;
It seems such a wonder to have Thee, New Brother! with us in our home.
Thou wilt stay with us, Master and Maker!
Thou wilt stay with us now evermore;
We will play with Thee, beautiful Brother!
On Eternity's jubilant shore.
—Father Faber.



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Death of Thomas A. Desmond

It becomes our sad duty, this month, to chronicle the death of Thomas A. Desmond, founder and publisher of The Catholic School Journal, and Vice President of The Citizen Co., Milwaukee who died at his home in the city of Milwaukee on Nov. 30, after an illness of several months.



Mr. Desmond was educated in the parochial schools of Milwaukee and at the University of Wisconsin, where he specialized in history, pedagogy, literature and journalism. While at the University he edited the students' papers, The Daily Cardinal, The Literary Monthly and The Wisconsin Aegis.

After leaving the University, Mr. Desmond was for two years editor of the Green Bay Daily Gazette, and was also connected with the Associated Press. In 1901, he established The Catholic School Journal, a monthly magazine of methods, aids, and current educational topics for teachers and directors of parochial schools and academies, to which work he devoted himself with great zeal and success.

This zeal and dynamic energy has made The Catholic School Journal, a monthly of national circulation, whose service to Catholic education has been warmly commended by the Apostolic Delegate and the entire American hierarchy.

Unusually gifted in a journalistic and business way, the worthy work to which his life was devoted will plead for him, together with his good life and sterling character, before the Judgment Seat of a just and merciful God. Pleading for him also before the Divine Throne, we trust, will be the prayers of the religious to whose educational interests he devoted his life.

Surviving Mr. Desmond are his mother, three sisters, Mary, Julia and Theresa, and four brothers, Humphrey, William, Frank and Joseph.

The funeral was held on Thursday morning Dec. 2nd, from St. John's Cathedral. May he rest in peace!

OBITUARIES.

Death of Mother Cecelia.

(Special Correspondence.)

Mother M. Cecelia, Prioress General of the Dominican Sisters of Racine, died at an early hour on Thursday, November 11, at St. Catherine's Convent, on Park avenue.

Mother Cecelia (Barbara Fox), a sister of the late Bishop Fox of Green Bay, was born at Green Bay on January 9, 1848. She entered St. Catherine's Convent in 1853. Showing special talent for music, she was accordingly allowed to develop this talent under able instructors. She was the head of the music department for twenty years.

For thirty-five years Mother Cecelia was Mother Hyacinth's able assistant. She also served in the same capacity to Mother Emily for six years. In 1907 Mother Cecelia was elected Mother Prioress of St. Catherine's Convent, a position which she held until her death.

May she rest in peace.

Sister M. Dolorosa.

Sister M. Dolorosa Iten, one of the most beloved members of the Order of the Sisters of Charity, passed away suddenly during Wednesday night at St. Mary's convent of the St. Raphael cathedral parish, Dubuque. Death came to her in the convent where she had labored for almost fifty years, a half century of faithful service in the vineyard of the Lord.

Sister M. Odile.

Sister M. Odile (nee Rose F. Houck) for over thirty-five years a member of the Ursulin community at Tiffin, Ohio, died recently. Rt. Rev. Msgr. G. F. Houck, of Cleveland, and Rev. Frederick A. Houck, pastor of St. Ann's parish, Toledo, are brothers of the deceased.

Mgr. Phelan Dead.

The Right Reverend Mgr. James Phelan, a pioneer missionary in Prince Edward Island, Canada, died at the Sisters' Hospital in Charlotte-town on November 5, after a year's illness. He was educated at Carlow College, Ireland, and emigrated to Prince Edward Island in 1854, where he was ordained by Bishop McDonald two years later. He was professor in St. Dunstan's College for two years, assistant pastor of the Cathedral parish, pastor of the parishes of St. Columba and St. Margaret before his appointment to Vernon River, where he constructed the handsome Church of St. Joachim.

Mgr. Phelan is survived by his brother, Rev. William Phelan, who also lives in retirement at Charlotte-town. He is nearly eighty years old.

Head of Capuchins in U. S.,

A Milwaukeean, is Dead.

The death was announced, Nov. 18, of the Rev. Father Antonius Wilmer, 62, rector of the church of St. Michael, New York, and father provincial of the American province of the Capuchin order. He died last night in a hospital after an operation for appendicitis. He was ordained in Milwaukee and entered the Capuchin order in Detroit, Mich.

Sister M. Majella Died.

On Saturday, November 13, Sister M. Majella of the Sisterhood of St. Joseph, died at St. Joseph's Hospital, St. Paul, after an illness of several years' duration during which she suffered from an affection of the heart. The funeral took place from the Cathedral of St. Paul on Monday, November 15. The Solemn Mass of Requiem was celebrated by her brother, Rev. John FitzGerald, C. SS. R., of Detroit, Mich., assisted by Rev. J. M. Reardon, Rev. John Cullinan and the Rev. Thomas Keane as masters of ceremonies. The sermon was preached by Father Reardon.

Death of Nun Who Was Widow of Civil War Veteran.

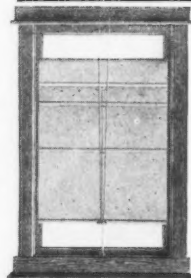
Sister M. Josephine O'Neil, a nun of the Order of the Visitation, Cardome Ky., died on October 26, aged 73 years. A native of the West, Sister Josephine had only been a religious fourteen years, despite her advanced age, as she was the widow of Captain David O'Neil, a Civil War veteran, and only became a nun after her husband's death. While in the world she was known as a woman of great culture and refinement, was an accomplished musician and noted for her Christian charity. During her widowhood she became a music teacher and was superintendent of music to the Omaha public schools, holding diplomas from the Boston Conservatory and the Chicago normal schools.

Noted Scientist Died.

Dr. Edward Lee Greene, associate in botany at the Smithsonian Institution since 1904, who recently became head of the botanical department of Notre Dame University, died in Washington, November 10th. He was seventy-two years old, and had been ill with a stomach disorder for a year. Professor Greene was formerly an Episcopalian minister. He was a convert to the Catholic Faith. His great botanical library now valued at at least \$100,000 goes to Notre Dame University.

Catholic Publisher's Death.

The funeral of Herman Ridder, publisher of the New York Staats Zeitung, was held on November 4th, in the Church of the Blessed Sacrament, New York, in the presence of many former associates and friends. The Rev. Father George Winkler of Kersy, Pa., a boyhood friend of Mr. Ridder, celebrated Requiem High Mass, and Cardinal Farley took part in the ceremonies.

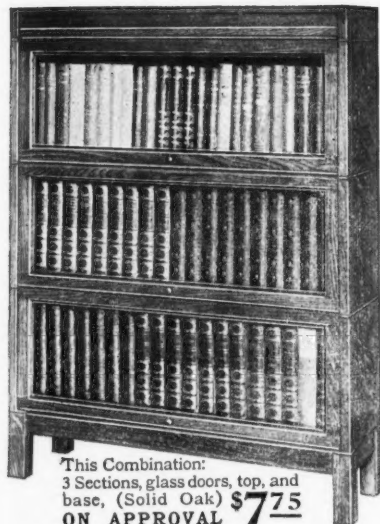


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For vivacity, read Stevenson and Kipling.
For imagination, read Shakespeare and Job.
For common sense, read Benjamin Franklin.
For elegance, read Virgil, Milton, Newman and Arnold.
For simplicity, read Burns, Whit-tier and Bunyan.
For smoothness, read Addison and Hawthorne.
For interest in common things, read Jane Austen.
For lofty, ennobling sentiment, for sympathy, candor and honesty, for comfort and consolation in affliction, and for the promise of the life which now is and of the life which is to come read the Bible.

An Excellent Text Book.

The Leavenworth Catholic High School has adopted Cardinal Gibbons' "The Faith of Our Fathers" as the textbook for religion this year. It is difficult to estimate the good this great book has accomplished for Catholicity. Yet it is so concise, modest and simple that it is understood by the lowliest applicant for wisdom.

Father Drum on the Bible.

The lectures that were given by the Rev. Walter Drum, S. J., professor of Scripture, Woodstock College, Woodstock, Md., during the last session of the Catholic Summer School at Cliff Haven, were so well attended and much appreciated that they have been requested by various Catholic organizations in the East.

Poems of Uplift and Cheer O YET WE TRUST THAT SOME- HOW GOOD.

O yet we trust that somehow good
Will be the final goal of ill,
To pangs of nature, sins of will,
Defects of doubt, and taints of blood;
That nothing walks with aimless feet;
That not one life shall be destroyed,
Or cast as rubbish to the void,
When God hath made the pile com-
plete;

That not a worm is cloven in vain;
That not a moth with vain desire
Is shriveled in a fruitless fire,
Or but subserves another's gain.

Behold, we know not anything;
I can but trust that good shall fall
At last—far off—at last, to all,
And every winter change to spring.

So runs my dream; but what am I?
An infant crying in the night:
An infant crying for the light:
And with no language but a cry.

—Alfred, Lord Tennyson.

Look beneath the surface;
let not the several qualities
of a thing escape thee.

—Marcus Aurelius.

Many persons judge a system of shorthand on the most superficial consideration. It looks simple; or it seems to be easy to learn; or it is apparently very brief. And so it is chosen.

The wise ones look to all the qualities of the thing. It may be simple yet inefficient; it may be easy to learn yet difficult to practise; it may be brief but illegible.

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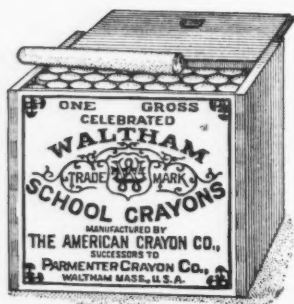
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The Mission Play.

It has been definitely decided by John Steven McGroarty, the author of the Mission Play, which has been seen by multitudes at San Gabriel, Cal., this summer, to take the production en tour. The intention is to present the play in the larger cities of this country, and afterward visit South America, the Antipodes, Asia and Europe.

Sisters in Porto Rico.

Dominican Sisters from Brooklyn have charge of two hundred children in Bayamon, Porto Rico. Their teaching has been such a success that the school has been accredited by the Board of Education. In this school it has been customary to employ a Spanish teacher in order that that language may be properly taught to the little Porto Ricans.

Bishop's Cousin Convert.

Rt. Rev. Joseph C. Glass, D.D., of Salt Lake City, Utah, visited at Nazareth Academy, Concordia, Kan., recently for the purpose of receiving into the Church his cousin, Miss Marie Kelly, of Nora, Neb., who has been a student at the academy for the past three years. The Bishop baptized Miss Kelly immediately before Mass. At Mass she received her first Holy Communion, and was then confirmed.

Golden Jubilee.

Nov. 5 was the fiftieth anniversary of the ordination of the Rt. Rev. Thomas O'Gorman, D.D., bishop of Sioux Falls, S. D. The jubilarian was averse to any public celebration of the day, but on Oct. 27, at a complimentary banquet tendered by the priests of the diocese, he was the recipient of a purse of \$6,000 subscribed by the clergy. Among the distinguished prelates who honored the occasion with their presence were Archbishop Ireland of St. Paul, Bishops McGolrick of Duluth, Heffron of Winona, Lawler of St. Paul and Garri-
gan of Sioux City.

Lingard's History of England.

Lingard's old History of England will remain a classic in English literature, however many other Catholic histories may yet be written. It is therefore a pleasant surprise to the literary world to find his famous work presented again in a beautiful and up-to-date form, prefaced by an introduction from the pen of His Eminence Cardinal Gibbons. An extra volume has been added written by the eminent literateur, Hilaire Belloc, carrying the narrative up to the accession of King George the Fifth. The Catholic Publication Society, New York.

Each in His Place.

There's never a rose in all the world
But makes some green sprig sweet-
er;

There's never a wind in all the sky
But makes some bird wing fleet-
er; There's never a star but brings to
heaven

Some silver radiance tender;
And never a rosy cloud but helps
To crown the sunset splendor;
No robin but may thrill some heart
His dawn-light gladness voicing.
God gives us all some small, sweet
way To set the world rejoicing.

Ven. Don Bosco's Centenary.

The centenary of the birth of the Venerable Don Bosco, founder of the Salesian community of missionary priests, will be celebrated with fitting ceremonies in New York, on Sunday afternoon, Dec. 12. The exercises will be held in Webster Hall, East Eleventh street. His Eminence Cardinal Farley will preside, and the principal address will be delivered by the Very Rev. John P. Chidwick, president of St. Joseph's Seminary, Dunwoodie. As Don Bosco was called the St. Vincent de Paul of his time, the members of the St. Vincent de Paul Society throughout the city are taking an unusual interest in the coming celebration.

The Venerable Don Bosco was born in 1815, at Castelnuovo, not far from Turin, Italy. Some secret call from the Most High had made him say while yet a child:

"If I could be a priest I would devote my whole life to the welfare of children. I should call them around me; we should be the best of friends; I should instruct them and exert all my energies to gain their eternal salvation."

Right Rev. Bishop Schuler Installed.

The final act in the establishment of the episcopal see of El Paso took place on Thursday, November 11, when the Right Rev. Anthony Joseph Schuler, D.D., first bishop of the new diocese, was solemnly enthroned in the pro-Cathedral of the Immaculate Conception. This event had long been looked forward to by the Catholics of El Paso and the clergy and laity of the diocese at large. Enthusiastic preparations were made to extend a loyal and hearty welcome to Bishop Schuler, and to surround the installation function with all possible dignity and splendor.

Sacrifices Count.

That the parochial schools in Denver save a quarter million dollars in taxes yearly was pointed out last Sunday at the Loretto Heights academy flag raising by John H. Reddin, supreme master of the Fourth Degree, Knights of Columbus. Thirty million dollars a year in salaries all over the United States is saved by the sacrifices of our teaching, sisterhoods and brotherhoods.

Jesuits' Golden Jubilee.

Rev. Joseph Gerlach, one of the best known members of the Society of Jesus in the South, who has taught and ministered to several generations of the people of Louisiana, recently celebrated the golden jubilee of his entrance into the order of the Society of Jesus at the Church of the Immaculate Conception in New Orleans.

Japanese Nuns Arrive.

Two Japanese nuns have come to Sacramento, Cal., for the purpose of working among their fellow countrymen in that city.

Rev. J. A. Ryan Honored.

Rev. John A. Ryan, author of "A Living Wage" and professor of economics at the Catholic University, has been elected an honorary vice-president of the Washington Catholic Truth Society.

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The Catholic University of Japan.
The Catholic university in Tokio, for which ground was broken in September, 1913, is nearly two-thirds completed. The first class of students, thirty in number, has already entered upon a preparatory course under the Jesuit Fathers, several of whom have been asked to lecture in the Imperial university. This little band is the nucleus of a student body that will—all signs point to it—in future years number thousands.

Notre Dame to Front.

Two more Notre Dame men are known to be in vital contact with the European holocaust at the present time. Professor Pasquini is located at Rome, where he is serving in the Italian army. Anthony J. Brogan (Litt. B., '01) is now in Paris gathering first-hand material for a book on the war.

Chilled Pianos.

Half the pianos of this country catch winter colds exactly as we do. They get hoarse or have a cough or a stiff note or some similar complaint, which cannot be cured by home remedies, but which requires tedious and expensive doctoring. In order to prevent these avoidable ailments a piano should be kept in a moderately warm room, where the temperature is even, say 60 or 70 degrees, the year round—not cold one day and hot the next. The instrument should not, however, be too near the source of heat. It should be kept closed and covered

with a felt cloth when not in use, particularly in frosty weather. Always place the piano against an inside wall and a little out from it.

Poor Mexico.

Cardinal Gibbons views the situation in Mexico with great apprehension, and is not ready to believe that the problem is settled in the most satisfactory manner. For the first time since the recognition of Carranza by the administration at Washington the Cardinal in an interview gave his estimate of the man who is to control the destinies of the republic.

"Poor Mexico," he said, "things are in bad shape there. I have read much in the papers about the final solution of the Mexican situation. I have heard all kinds of promises. But how are we to believe that the problem is solved? Can we place any faith in these promises?"

Referring to Carranza the Cardinal said: "A man of promises. That is Carranza. He can promise many things, but where are the assurances that these promises will be fulfilled? I am hoping and trusting that the troubles in Mexico are at an end, but I am not sure that Carranza is the man who will bring about these desired conditions."

Catholic Education in Mexican Republic.

One of the matters continually harped upon in connection with the

Mexican situation is the supposed ignorance of the people in that country and the fact that this state of affairs is due to the degrading influence of the Catholic Church. The following short quotation from a recent article on the Mexican problems gives a new and entirely different view of the real conditions.

"Catholic schools," we read, "also there were in plenty, although they were not recognized as rightfully existing. By the constitution of 1857 and the laws, the Catholics had no right to teach. Ten years of stable government following the course of affairs as they existed in 1910, would have reduced the illiteracy of Mexico's peon population fully 10 per cent." (The Outlook, October 13, 1915, p. 372.)

Catholics Represented.

Commenting on the appointment at Harvard University of a Belgian professor formerly at Louvain, as lecturer of Medieval History, some of our contemporaries outside of New England have said that this professor is the "first Catholic savant to teach at Harvard." This of course, is a mistake. Even an esteemed contemporary so far away as the Catholic Register of Toronto reminds the mistaken ones of the late Dr. Dwight who held the chair of Anatomy at the Harvard Medical School and whose "Thought of a Catholic Anatomist" should be in every Catholic editor's library. And there is Professor Ford, head of the Department of Romance Languages.

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BOOK NOTICES.

"How to Study and What to Study" by Richard Sandwick, Principal of The Deerfield-Shields High School, Highland Park, Illinois, emphasizes the need of arousing a deep interest in study through an appreciation of study as a potent factor in personal efficiency.

It also aims by a few hints to guide the student entering High School in choosing wisely his course of studies from the Elective System obtaining now in many institutions.

How to Study and What to Study. D. C. Heath & Co., publishers, Boston, New York, Chicago.

Ginn & Company has just published nine volumes of "The New Hudson Shakespeare" as follows:

Hamlet, The Tempest, Midsummer Night's Dream, King Lear, Macbeth, Twelfth Night, Merchant of Venice, As You Like It and Julius Caesar.

The remainder of the series will shortly be published.

Possessing distinct advantage in the scholarship of its Editorial material, the attractive makeup of the book and its moderate price listed at 30 cents per volume will recommend it to all interested in the Study of Shakespeare during this the centennial year. Price 30 cents. Ginn & Co., Boston.

The Theory and Practice of Educational Gymnastics by William Stecher, Director of Physical Education in the Public Schools of Philadelphia, is just published by John Jos. McVey, Philadelphia.

This work in 194 pages and 174 illustrations, embraces free exercises, rhythmic steps, track and field work, games and apparatus work. Price \$1.50. Published by John Jos. McVey, Philadelphia, Pa.

"The Church in Many Lands" by Rev. J. J. Beuke, records his impressions of the Catholic Church in lands visited during a recent journey around the world.

The table of contents indicates the scope of the book:

The Paradise of The Pacific.
The Land of The Rising Sun.
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Our Possessions in The East.
The Land of The Sphinx.
The Holy Land.
The Eternal City.
The Home of St. Francis—Assisi.
The Holy House—Loreto.
A Charming Pyrenean Shrine—Lourdes.

"Arlo," a story for children by Bertha B. and Ernest Cobbs, follows the fortunes of a little boy, the son of a Count, who was driven from home and power by a bad Duke. Accompanying our little wanderer is his dog Krit, who is not only a comrade, but a comfort. Price 35 cents. The Riverside Press, Brooklyn.

THE SECRET BEQUEST.

"The Secret Bequest," by Christian Reid, is the story of a fortune. Disinheriting his nearest of kin, a grandnephew, Bernard Chisholm, because, in defiance of his wishes, the young man had joined the Catholic Church.

Alexander Chisholm leaves his entire fortune to a distant cousin, a young girl named Honora Trebevant. In return for this inheritance Honora is secretly enjoined to exert her utmost influence in inducing Bernard to renounce his faith. Complying with this injunction, Honora, for controversial reasons, studies Catholic Dogma, is convinced of the infallibility of the Catholic Church and enters that fold, though by the step she forfeits her recent inheritance.

By a curious provision of the will, however, Julian Page, the fiancé of Honora's sister Cecily, now gets the fortune.

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"Heroes of the Nation," by Herman S. Althouse, is a splendid collection of tales calculated to appeal to children. Such biblical characters as Joseph, Moses and David and such historical heroes as Alexander the Great, William Tell, Alfred the Great, Robert Bruce, Joan of Arc, and Columbus, presented in an attractive style, point a moral and adorn a tale.

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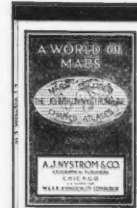
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Letter Writing.

An article on "Letter Writing" in the November School Journal, outlines the six parts of a letter, the heading, the salutation, the body of a letter, the complimentary close, the signature and the inscription on the envelope. Emphasis is here reiterated on the need of jotting down items to be covered. This practice is of assistance in writing a clear, coherent letter arranged in paragraphs.

The study and copying of model letters was also recommended. In this issue we will briefly consider formal notes. A note written in the third person is called a formal note. An invitation sent out by a school, by a club, or a group of persons is likely to be in the third person; and we must remember to answer it in the third person.

Study carefully the details of the model form given below, noting for instance, the writing of the full word instead of the figure. Notice also that in accepting or declining a formal invitation, the third person is always used and the words of the invitation concerning the date, day and hour repeated.

Mr. and Mrs. William Warren request the pleasure of Miss Mary Jones' company at dinner Thursday evening, January the first at seven o'clock.
486 Prospect Avenue.

December Twentieth.

Miss Mary Jones accepts with pleasure Mr. and Mrs. Warren's kind invitation to dinner on Thursday evening, January the first at seven o'clock.
612 Wahl Avenue.

December Twenty-sixth.

Miss Mary Jones regrets that owing to a previous engagement, she cannot accept Mr. and Mrs. Warren's kind invitation to dinner on Thursday evening, January the first.
612 Wahl Avenue.

December Twenty-sixth.

The Class of Nineteen Hundred and Sixteen, Holy Angels Academy, request the honor of your presence at the Commencement Exercises Wednesday June Twentieth, at two o'clock. Pabst Theatre, Milwaukee.
(Acceptance.)

Mr. Brown accepts with pleasure the kind invitation of the Class of Nineteen Hundred and Sixteen, Holy Angels Academy, to attend the Commencement Exercises, Wednesday afternoon, June Twentieth, at two o'clock, in the Pabst Theatre.
810 Van Buren Street.
June Twelfth.

(Regrets.)

Mr. Brown regrets that owing to absence from the city he cannot accept the kind invitation of the Class of Nineteen Hundred and Sixteen, Holy Angels Academy, to attend the Commencement Exercises, Wednesday, June the Twentieth, at two o'clock.
458 Highland Blvd.
June Twelfth.

Not only in invitations, acceptances and regrets are notes in the third person proper, but also in brief and formal communications between persons who have never met or are but slightly acquainted; also between those of unequal social or official position.

Miss Smith regrets that absence from home deprived her of the pleasure of making Mr. Jones' acquaintance last Sunday evening. She hopes he will be able to call again on Thursday or Friday evening when she will be happy to receive him.
456 Linnwood Ave.

December Eighth.

Will Miss Rogers please send to Miss White, by the bearer, the first volume of "A Diplomatist's Wife in Many Lands," crediting the same on Miss White's card or will Miss Rogers please credit Miss White with return of "Social Usages," by Mrs. Sherwood? and give the bearer some recent work on "Personal Hygiene."

In business notes the third person is often used to avoid repetition of names and Addresses. (Example.) Will Madam Basque please send samples of light gray novelty goods suitable for spring wear also designs for street costumes with Madame Basque's charges for making same. Mrs. M. B. Browning, Englewood, Chicago.

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I have visited the High School at Lynn, Mass., in order to compare our work with theirs, as they use the same book, and find that the two classes have covered the same ground. Our class beginning stenography this year with your book has nearly caught up with our senior class that started a year earlier, and I know they have not had as much trouble in getting the theory of the system.

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THE SHRINE AND HOLY WELL OF ST. PATRICK.

The shrine and holy well of St. Patrick the patron saint of Ireland, was dedicated November 24 at St. Patrick's church, Chicago, Ill. A significant element in the dedication of the shrine was the commemoration of the thirteenth centennial of St. Columbanus whom Catholic histories credit with being the father of modern culture and the first great pacifist. The celebration of the thirteen hundredth anniversary of St. Columbanus was general throughout the Catholic church in all countries.

Some Thoughts on Questioning.

One of the most difficult of classroom exercises is the formulation of thought-provoking questions. Nothing short of the most painstaking practice in framing questions deciding why each is proposed and in watching the effectiveness of each in reaching the end for which it is given can give one skill in this line of work.

Good questions should be simple in language and easily within the grasp of the person who is to answer them. The wording of the question should be such that it requires thought from the learner in his attempt to answer. A half dozen thoroughly good questions often make a recitation a most stimulating exercise in thinking while the absence of this preparation on the part of the teacher not infrequently results in the ordinary listless class period.

Some teachers find it profitable to ask themselves from time to time the following questions: Were my questions clear and concise? Did they challenge the attention of all the members of the class? Was it possible for every child to answer some of the questions? Did each child have a chance to answer? Did the children ask questions? When children are active mentally, they will have questions to ask. Questioning by the teacher which does not lead to the asking of questions by the pupils, is unsatisfactory.

Questions should be definite. Indefinite questions bring hazy answers given at a venture, or answers far away from what the teacher has in mind. Questions should be given in logical order, that the child may follow the train of thought smoothly and easily, and see all along what the teacher is aiming at. In fine, questions should probe. The answers should show what knowledge the child really has. Thought, active thought, should be required of the pupils.—Sister Margaret, Hastings, Nebraska.

Have you a receipt showing payment of your subscription for this school year? If not, make it a point to send in payment at an early date.

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A Religious Family.

The family of Mr. and Mrs. Daniel H. Sullivan of 41 Oakview Terrace, Jamaica Plain, is fairly entitled to be called religious. Daniel H. Sullivan, Jr., joined the Society of Jesus in 1909 and is now in the Jesuit House of Studies in Woodstock, Md. His two brothers, Raymond M. and Russell R. Sullivan, have just entered the novitiate of the Jesuits, St. Andrew-on-the-Hudson, Poughkeepsie, N. Y. Raymond Sullivan had reached the sophomore class in Boston College last season and Russell Sullivan graduated from Boston College High School this year. Their sister, Miss Lillian M. Sullivan, is a novice in the convent of Notre Dame, Baltimore.

Leave for Hawaii.

Three Sisters of St. Francis have left the mother house at Syracuse, N. Y., for Hilo, Hawaii, where they will take charge of a hospital which has been placed under their charge by the United States government. All the Sisters are trained nurses and are fully equipped for the work they are about to undertake in their new life. Sisters of the same community have charge of the lepers of Molokai.

A Mid-day Mass.

During the month of November a special Mass of requiem was offered at St. Ann's church, Twelfth street and Fourth avenue, New York, daily at 12:20. It was a great comfort to those who find it impossible to attend Mass at the early hours to have this opportunity to offer the great sacrifice with the priest for their beloved dead.

Fire in Seminary.

Dashing into the burning rectory at St. Paul's Seminary, St. Paul, Minn., recently, Rev. John Seliskar, professor of philosophy, risked his life and saved the blessed sacred vessels and the priest's vestments. Students formed fire companies and saved the building.

MISCELLANY.

A census of the children in the Catholic parochial schools of Louisville shows 10,100 pupils enrolled. The taking of the census has just been completed by Rev. George W. Schuhmann, pastor of St. John's Church and bishop's chancellor of the Louisville diocese.

The handsome new academy connected with Our Lady of the Rosary Church, Detroit, was last week dedicated by Rt. Rev. Auxiliary Bishop Kelly, assisted by the pastor, Rev. F. J. Van Antwerp, and twenty-five diocesan priests. The academy cost \$60,000, and is one of the most substantial and complete schools in the city.

The Sisters of Mercy, who conduct Montcalm Sanatorium in Manitou, Colo., have decided to transform the institution into a home for the aged. Colorado has no home for the aged along the lines proposed by Sister Superior Mary Ann, of Montcalm, and it is expected by those in charge that the new venture will prove a success.

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CATHOLIC NEWS NOTES.

The Dominican nuns of the Holy Name Monastery, Cincinnati, are organizing a "Venite Adoremus Association" to promote the honor of the Blessed Sacrament.

Alaska is, in extent, three times the size of Texas. Its population is about 70,000, of whom 15,000 are Catholics. They are, for the most part, under the spiritual charge of the Jesuits. About 20 Jesuit priests are in Alaska. Also the Ursuline Sisters and the Sisters of Providence and of St. Ann.

In seniority, James Cardinal Gibbons, Archbishop of Baltimore, is dean of the Sacred College of Cardinals.

Pope Benedict has been designated arbitrator of the question of delimiting the frontiers of Bolivia and Peru.

The Cathedral parish school in Portland, Maine, is fifty-one years old. Bishop Bacon brought Notre Dame nuns from Montreal in 1864.

French and Spanish clubs were organized this week at Notre Dame University for the purpose of affording members an opportunity to converse in these languages, there being always at Notre Dame large numbers of Spanish-speaking students especially, and a large number of American stud-

ents learning these languages. Professor Meally, who spent years in the Philippines, is in charge of the new organization. The members will also learn and render French and Spanish songs and instrumental compositions.

Classes in Modern Irish Are Held At Columbia University New York City.

It is to be hoped that a large number will join this class and show their appreciation of the opportunity Columbia University affords them to study this highly developed and unique language which appeals so strongly to the scholar and philologist.

Centennial Celebration.

The Sisters of Charity of Mount Saint Vincent-on-Hudson have begun preparations for the commemoration of the centenary celebration, in 1917, of the coming of the Sisters of Charity to New York City. The College of Mount Saint Vincent is a growing institution, and new buildings are needed for its adequate expansion. The raising of a building fund has therefore been enthusiastically undertaken by the Alumnae.

Diamond Jubilee.

The diamond jubilee of the Motherhouse of the Sisters of Providence, St. Mary of the Woods, Ind., was celebrated with great solemnity on Wednesday of last week. Just seven-

ty-five years ago Mother Theodore Guerin and her little band of devoted Sisters arrived at St. Mary's and laid the foundation of the great work that has since been carried on.

At the celebration Rt. Rev. F. S. Chatard, D. D., Bishop of Indianapolis, presided. Rt. Rev. Jos. Chartrand, D. D., Coadjutor Bishop, celebrated the Solemn Pontifical Mass of Thanksgiving, and Most Rev. J. J. Glennon preached the sermon.

If all the Catholic schools in the United States were abolished tomorrow, the State would be put to the necessity of expending over \$100,000,000 for buildings alone, while the salaries to additional teachers would exceed \$30,000,000 a year.

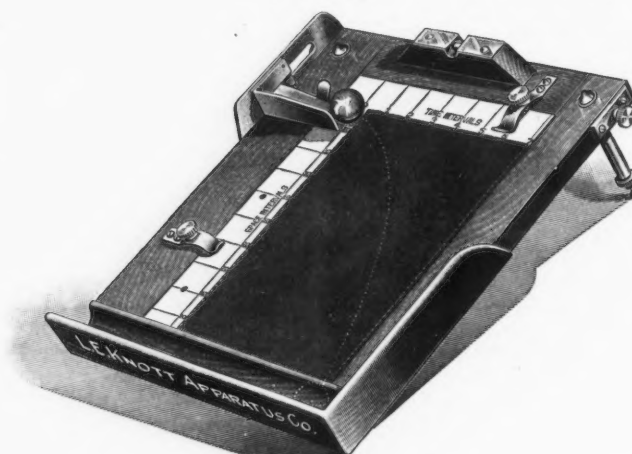
Holy Cross College is this year crowded to the doors, the registration being greater than ever before in the history of the college. The freshman class to date numbers 200 students, while the senior class will this year contain 117 degree men.

The New York archdiocese holds thirteen scholarships in the American College, Rome. Six of these are filled and will be allowed to remain there, but no other students will be allowed to go to the American College, Rome, until the war is over.

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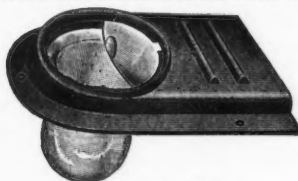
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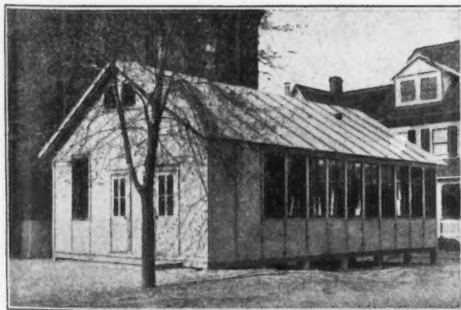
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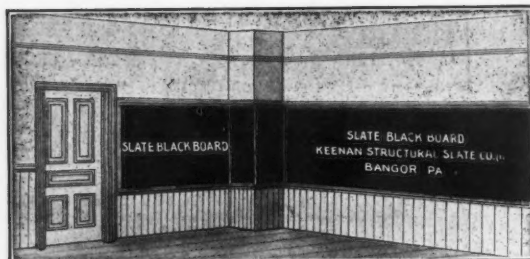
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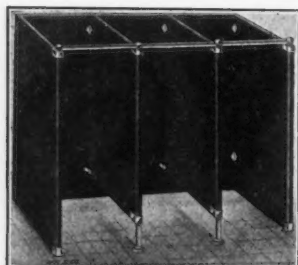


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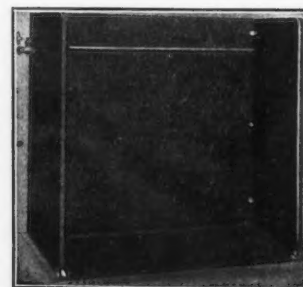
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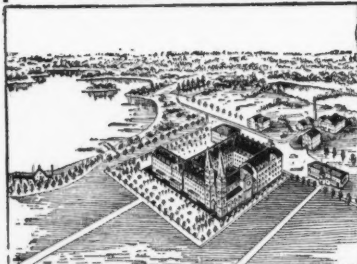
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